

The Magazine for the Christian Home

Hearthstone



- **Who Comes to Your House—*Lulu S. Hamilton***
- **Sharing Life with Children—*Leland Foster Wood***

October 1950

The Magazine for the Christian Home Hearthstone

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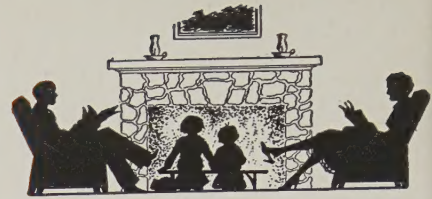
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Fireside Chat . . .

Our First Birthday issue! And *Hearthstone's* as pleased as punch to begin its second year of providing interest for every member of the family from Junior to Great-Granddad.

When you read Mrs. Clarence H. Hamilton's article about the Paul Wasenich family on page 2, you will want to know more about its interesting author. Mrs. Hamilton is the wife of an Oberlin professor and a former missionary. She has recently published a book on the family entitled *Doorway to a Happy Home*, which is reviewed in this issue of *Hearthstone*.

Jean Branch, the editor of *High Call*, the Baptist publication has given us a sketch of her own interesting family woven into her article on page 4.

The author of "Dedicating Your Home," S. W. Hutton, is registrar and professor of Christian worship at Texas Christian University.

Rev. Alton M. Motter is prepared to speak as a parent and as a Christian scholar, for he is the father of three children, a graduate of the Theological Seminary at Gettysburg, Pa. and has taught courses in Religious Education at Hamline University, St. Paul, Minn.



Alton M. Motter

The stories about Cousin Tom, our favorite cat, were written originally by Glenn Asquith for his own children. The author is the minister of the Asylum Ave. Baptist Church of Hartford, Conn.

Also a minister is John Y. Elliott, whose article appears on page 30. Mr. Elliott is pastor of the First Baptist Church of Lambertville, N. J.

Leland Foster Wood is secretary of the Commission on Marriage and the Home of the Federal Council of Churches, and well equipped to advise on parental problems.

OUR COVER PICTURE

Billy and *Hearthstone* celebrated birthdays together. He inspected *Hearthstone* from cover to cover and we caught him delivering his verdict of "Dee-lighted!"

A Word from The Word

Sweeter also than honey - - -



The law of the Lord is perfect, restoring the soul:

The testimony of the Lord is sure, making wise the simple.

The precepts of the Lord are right, rejoicing the heart:

The commandment of the Lord is pure, enlightening the eyes.

The fear of the Lord is clean, enduring for ever:

The ordinances of the Lord are true, and righteous altogether.

More to be desired are they than gold, yea, than much fine gold;

Sweeter also than honey and the droppings of the honeycomb.

Moreover by them is thy servant warned:

In keeping them there is great reward. Who can discern his errors?

Clear thou me from hidden faults.

Keep back thy servant also from presumptuous sins;

Let them not have dominion over me:

Then shall I be upright,

And I shall be clear from great transgression.

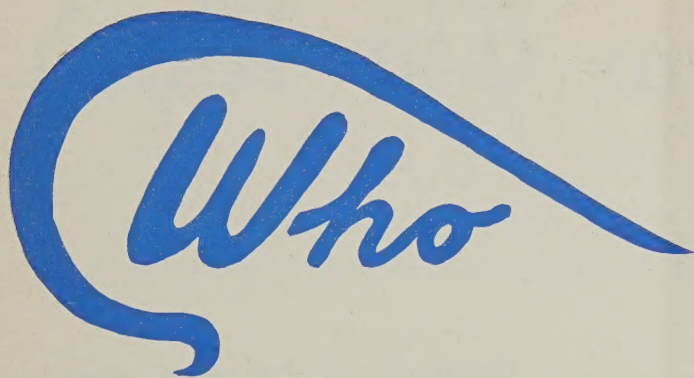
Let the words of my mouth and the meditation of my heart

Be acceptable in thy sight,

O Lord, my rock, and my redeemer.

—Psalm 19:7-14

—Eva Luoma.



Comes to Your House?

By Lulu S. Hamilton

A FEW weeks ago I was a guest in the beautiful new home of the Paul Wassenichs in Austin. Paul teaches courses on the Bible in the University of Texas, and is counsellor for the students from the Christian churches. Just before I left, I was invited to write my name in their guest book, a fat little brown book, many pages of which were full of names, written with an incredible variety of penmanship.

Mark, the seven-year-old son, stood by my side, as I started to turn back the pages to read the names of former guests.

"See all these little circles," he said, pointing to a sign made of two circles intertwined. "This is the double wedding ring, and these are people who were married in our house. There's quite a lot of them. See?" turning the pages, "and I was there when some of them were married."

"Do I see some Chinese characters here?" I asked, as we looked up and down the full pages.

"Yes, mam! There are three Chinese names. They were our guests last year at Christmas. Looks awful hard to write, doesn't it? But I guess it isn't for them. Mr. Chen said Chinese isn't as hard to speak as English—and he said it wasn't as hard to write as it looks. And what do you think? He taught Tommy how to write the Chinese word for 'rice' and Tommy is only three years old! He couldn't write 'rice' in English but he learned quick as anything to write 'mee.' That's what the Chinese say for 'rice.' Just one straight line up and down, then another straight line across the middle, then you put a dot in the four spaces, like that"—showing me with his pencil and a scrap of paper.

"He said there were great big signs like that on the shops where people bought rice, but there never was enough and most of the people were hungry all the time. It must be awful to be hungry all the time."

"Here's another interesting name," I said, "Mohammed Khannoq, from Baghdad, and here are two from Bolivia, Pablo Gutierrez and Jorge Granada."

"Pablo is Paul in Spanish, and Jorge is George," said Mark, "They didn't seem a bit like foreigners, but they didn't like us calling our country America. They said they were Americans too. We were North Americans and they were South Americans. They showed us, on a map, where they lived, and someday there will be a road all the way from Texas to Bolivia so we can drive down and visit them."

We turned another page to look for more foreign names. Here is one, "Maung Kyaw Nyein" from Burma.

"Isn't that funny writing?" laughed Mark. "Curly cues, and little hooks with circles up in the air. What did he say his mother was, Mamma?"

"She is a Buddhist," answered Ruth, his mother. "He told us it wasn't hard for a Buddhist to understand the teaching of Jesus, to love one another, and do good even to those who hate you, because Buddhists have been taught from childhood to have compassion for all living things, for animals as well as people. He seemed to think a good Buddhist lived very much like a good Christian. But, of course, they don't have faith in God who loves and helps us as a father. We found Mr. Maung very charming, gentle and quiet, and so responsive to our overtures of friendship."

"What do these great big letters say?" asked Mark, pointing to a name filling two writing spaces.

"Ayoriude," I read.

"Yes, that's it. He was an African and he had three long scars on each cheek. I thought some wild animal had clawed him when he was little and lived in the jungle. But he said they were scars made on his face to show what family he belonged to, his 'tribe marks' he called them. He's going to be a teacher when he goes back to Africa. You know, he told us where he lived in the jungle, there were lots

of teeny, little animals, as well as great big ones. When he was a little boy, his father brought him a little, bitty deer, just nine inches tall, and it was all white. Boy, would I like to have a pet like that!"

YOU CERTAINLY have most of the world represented on your pages," I said, as I continued reading other names, from Bombay, from Tokyo, from Tlaxcala, from Vancouver, "and how many names, I see of mutual friends from Ohio and Michigan, Indianapolis and Chicago."

"And these are my friends," said Mark, pointing to a column of six names. "They came for my birthday last year. Did we ever have fun! And," turning back a page or two, "these are Tommy's friends. He had four at his party, but they were too little to do much but just play his little victrola all the time. Mamma wrote their names for them."

"Here is Rosa Page Welch," I said. "I shall never forget how she sang at our Centennial Convention. There was one session when no amount of calling to order, or pounding of the gavel could quiet that immense crowd enough to begin the program. But at the first note of her voice, the noise melted and disappeared. All was calm and so quiet you could have heard a whisper when she finished."

"She sang just for us, one evening when she was here. It seemed even more beautiful and moving. The children loved it, especially when she sang spirituals with a refrain they could join," commented Ruth.

"How many happy occasions this guest book recalls," she continued. "It was a shower gift from the girls in the Seminary at Chicago. The first list of names were the guests at our own wedding, twelve years ago. We've lived in five different houses since then, and here are the guests we've had in all of them. Two big occasions were the 'open house' parties we had for two new houses, the parsonage in Detroit, and this house, just last December.

"Can I have my friends write their names whenever they come to see me?" asked our very alert, brown-eyed Mark.

"Well—," said Mother Ruth, hesitating a little—and I thought of the steady stream of small friends who came through the front door or the back, for neither door was ever locked, and of the many little feet, shoes muddy or clean, which trooped in from school or play for refreshment morning, noon, and evening.

"Well, I think on any special occasion they must surely write their names, but not every day they come to play. You would soon have our book all full of the names of your friends and Tommy's."

"I guess you're right, at that," laughed Mark, as we closed the little brown book which recorded the names of hundreds of people who had known the warm friendliness of their home.

Just names to an outsider like me, perhaps, but to the members of the family, experiences of friendship, excursions into the world of foreign customs and thoughts, epochs of growing interest and understanding, memories of significant and happy events

in their family, symbols of their enlarging life reaching out like loving arms to encircle the world.

Who Comes to Our House?

"We need a home that's not too sheltered.
Through it streams life—

A gang invasion of the cookie jar and sandwich board,

Chums at dinner,

People that might make interesting friends, people that need friends;

Families that are friends of our family,

Committee meetings, discussions, groups that sing and play, parties.

Important people, people who bring in a new breath of a world we don't know so much about.

We invite some people to visit our home via the radio

And other interesting people are our guests, we have their books on our bookshelf.

Some are story tellers,

Some are poets like Carl Sandburg.

Some write history and tell of faraway places.

We need a home through which the world of people streams

That encourages us, gives us freedom to explore.

A home that is an open door into the community and the world"

—From *The Children Speak*.

Who comes to your house?



Meet Paul Wassenich, Mark, Tommy, and the famous guest book.

The Flagstone Walk

By Robert Raleigh

DELIA GAYNOR slammed the kitchen door in a sudden burst of anger. She had been smoldering all morning, but her feelings really flared up when she went into the back yard and was reminded again that the flagstone walk she wanted laid to the garage was still only a wish expressed twice daily, at breakfast and supper, to her husband. In fact, it had grown beyond a wish, to a demand. But still Sam mumbled about the cost of such a walk and did nothing.

"After all," she thought to herself as she sat down at the kitchen table and pushed a clenched fist into her cheek, "I didn't want to stay on in this big house after the children married." A little apartment had been Delia's fond idea, but Sam had declared that they had always lived in this house on Maple Street, that he had worked years paying for it, that it *was* large but the extra rooms were awfully nice for having the children visit them in the summer and at Christmas, and, finally, that in this house they would stay.

Well, then, the least he could do was keep the place up better! He'd grown so begrudging lately about spending even a few dollars for work on the lawn, or to paint the garage. But she *had* to have that walk laid! The dust and sand from the driveway was picked up by every foot which entered the back porch, and constantly tracked all down the hallway and over the house. She was forever sweeping, and cleaning, and

Suddenly the injustice of everything made Delia put her head down upon the table and inwardly, at least, she began to weep. Here she was, a woman past fifty, having to keep up this big eight-room house for just her husband and herself when they might have a cozy little apartment with all the conveniences. Why, it was like running a summer camp for her son, Bill, and his wife and baby, and then the girls, Sue and Kate, with their husbands, and Kate's twins, the little demons, who ripped Delia's front lawn practically grassless last summer! She felt bitter and without shame for her self-pity. And then she heard the doorbell.

She was further provoked that she couldn't even have a little cry in peace and quiet, and though she touched a handkerchief to her eyes, she carried the sour face along with her to the front door.

Standing before her was a very plain little woman, drably dressed, but neat and clean. Her skin was darker than most men's from the sun, and it was clear that she was a person who had worked for a living, and worked hard. The woman smiled and said, "I've got something I'd like to show you."

Usually Delia was most annoyed by peddlers bothering her at her housework, but there was something in this woman's manner which caught her attention, and she found herself coming out on the porch, motioning the woman to sit. "Take a chair there," she said, while she settled herself in the swing.

The woman was carrying two rugs. One was an oval hooked rug in a floral pattern, and the other a square rag rug in green and white blocks. As Delia stared at them it passed through her head that a rug was the last thing in the world she needed or wanted, since the ones she had in the hallway were constantly choked with the dirt and gravel from the rear yard, and she was back-sore daily from her grind of beating them out. But it was the woman herself who interested Delia.

She had such a sad face, and her voice was so humble that perhaps Delia began to feel uncomfortable during the interview, even though for once it made her seem less unfortunate than someone else, a feeling she was seldom allowed by her husband. She loved Sam, but he ruled the roost, all right. As a general rule, Delia Gaynor felt herself quite the most neglected wife on Maple Street, chiefly because her husband did not give her the money for a new rose trellis, a new lawn chair, and most of all, the flagstone walk to the garage.

"Now I made these rugs myself," said the woman. "You see, Ma'am, my little boy has just got out of the hospital, and it's the only way I know to make any money right now. I just had to have some extra, what with the doctor's bill and all. I"

Delia suddenly felt very strange about something and she did not want the woman to continue. "You—you say you made these yourself?" she broke in.

"Yes, Ma'am, made them myself."

"It must have taken you a long time to do this. They're very nice. But I really don't think I . . ."

She was thinking of saying that she could not afford the rugs—after all, Sam would not even give her the money for a necessity, like the back walk. And of course she didn't even know the price.

"How much are they?"

She had turned to look directly at the rug seller and she saw her then as if for the first time. This woman was no ordinary peddler, for she turned her big, dark eyes down toward the porch floor in obvious embarrassment at the selling game. "This here one's five, and that one's ten."

Fifteen dollars for two rugs, two little rugs. She could hardly give away fifteen dollars just to help out the woman; she certainly didn't have fifteen dollars to spare—that back walk wouldn't take over twenty, surely. She looked out across her green, neat lawn at the rose trellis she'd wanted rebuilt. Suddenly the one there did not look so bad. The rose vine almost covered it anyhow, and it was awfully pretty, really.

Fifteen dollars. And this woman had a son just out of the hospital. Doctor bills. Fifteen dollars wouldn't be the start of it.

"Your little boy, how old is he?"

"He's goin' on seven, now, Ma'am."

Delia thought of her own Billy when he was seven and in the hospital.

"Tonsils?" she asked.

"No, Ma'am, it's infantile paralysis—his leg."

Delia stood up from the swing and picked up the rugs one at a time. "I'd like this one," she said.

Oh, the feeling the words gave her! And then she heard herself say, as if she were another person, "In fact, they're so nice, I'll take them both. They're just what I'd like for the hallway. You sit here for a minute and I'll get my purse."

In a second she was back with the money. "Here you are, and I do hope your little boy is better soon."

"Thank you so much, Ma'am," said the woman. "I only had those two rugs made so far, and I've walked this side of town over this morning, but looked like nobody wanted to buy 'em. Well, I do thank you, and God bless you!"

(Continued on page 47.)

Delia was usually annoyed by peddlers, but there was something about this woman that caught her attention.



ILLUSTRATED BY
FREDRIC CHAPMAN

The Right to Be

Different

By Jean Branch

OUR FAMILY looks different—all of us. The score for variety is pretty good. Out of three children my parents are blessed with a brown-haired son, a redheaded daughter, and a blond daughter. They themselves have nice black hair. We think this arrangement rather interesting, as have many of our friends. Recently a prospective son-in-law, making his orientation visit with the family, took a long look all around the dinner table then came out with, "I give up! None of you look alike."

This variety in physical appearance is something of a parable of our personalities. We are as different as we look. We started out that way and remained that way during the years we were at home as a family group.

Now as I look back with the perspective of being almost seven years removed from the family hearthside (including the college days). I am convinced that this freedom to be ourselves and to develop as distinct personalities has played a major role in making us the loving and devoted family group that we are. Somehow this individual freedom, the right to differ, generated a respect, a con-

cern, and a basis for the group welfare.

My sister and I are about four and a half years apart. This difference in age meant that we could never wear each other's clothes until we got in the teens. Naturally it was Fay who wished to wear mine, since mine were ever so much more sophisticated than her "juniorish" ones. There were some willing lendings and some begrudged lendings. We managed the situation pretty well, though not always peaceably. Then came the day that Mother brought home two beautiful wool plaid dresses—just alike, except for being sizes eleven and thirteen. "Guess that question is settled," triumphed my mother. "Jean has a right to her very own clothes—well, most of them."

THIS clothes question is a borderline case with regard to personal belongings and the undeniable rights attached thereto.

With such things as correspondence, personal papers of any kind, dresser articles there was the strictest observance of the right of ownership. There was absolutely no prying. If one wished to comment about his letter and its writer, the family listened with unfeigned

interest. Otherwise, it was his very own big secret.

There was the matter of room decoration. Fay and I shared a room, and it was never very beautiful. But no one would call it uninteresting. My weakness was pictures and designs. My required geometry course, which I disliked heartily, resulted in a solid wall mass of what were to me exquisite geometrical designs. My arts and crafts course afforded several very rough paintings and some jagged metal bookends.

Fay's first love, dramatics, furnished a covering of programs, snatches of costumes, and various other favors for our other two walls. (You can be sure we managed an equal distribution of wall space!) Thrown in for good measure were some college pennants, a Japanese flag, and quite a few signs of the "Out-to-Lunch," "No Dumping," "Shallow Water" variety. All of which made for a very happy atmosphere in our room. Fay and I endured it, and Mother looked in only occasionally with a helpless smile.

THIS PAST Christmas at our house witnessed the restaging of one of the favorite tussles of Fay and W. E., our big brother. The fact that he now has a family has

taken none of his glee from this childhood act. I hardly remember when this contest had its beginning.

From her early days Fay loved to play the piano very loudly, usually the latest teen-age delight. It isn't that W. E. isn't properly appreciative. It's just that he prefers to play the radio very loudly, and at the same time. Doesn't each one have the right to his own entertainment? The rest of the family pretends blissful unawareness, knowing that in a few minutes one or both of them will wear out, and the fit will subside until its next attack. Piano or radio? Our family specializes in piano and radio.

The right to differ, recognized as a cardinal right in our family, has expressed itself in more serious matters, too. As we began to go away to college and to come back home, there was a decided change in many ideas. Ideas about race, and other explosives. There were new tastes in music, in art. New concepts along social, economic, and religious lines. The family seldom agreed entirely, but our common understanding of the right to disagree guaranteed a harmonious dinner table or living room scene.

People are like snowflakes.

You'll never find two alike—if they've been given the right to be different.

What field one was going to major in at school, or even what school, in the final analysis was strictly a personal matter. Dad had his heart set on his daughter's being a court stenographer, but she turned out an English major. So what if older sister had gone to a certain college? Couldn't Fay go to a different college? She could. And did.

Our differing tastes in food makes a lot of extra work for Mom, especially at holiday seasons when we're all home at one time, but she loves it. The fig preserves are carefully saved until Fay's arrival. And in the matter of cakes—fruitcake for Fay, applesauce cake for Jean, and cocoanut for Granny, with chocolate cake and pecan pie thrown in for some other tastes. The most fun, of course, is the tasting of everybody else's favorite.

WHAT'S the result? A spoiled lot, with unreasonable whims and

fancies to be satisfied? Our family might honestly plead guilty to both of these charges. We're each a little spoiled. We like our whims and fancies to be satisfied, and they're certainly not always reasonable. But we like each other. We enjoy being home together, for with all our differences there are not many dull moments.

But there's a deeper meaning, too. This right to personal belongings, to privacy, to difference of opinions—this right to be distinctly Jean, distinctly Fay, and distinctly W. E., instead of a mixture of several submerged personalities—imparts to each of us a reason for being, a dignity of personality. Furthermore, it makes each of us aware that a distinct contribution to family life is expected of us.

With individual privilege has come corresponding individual responsibility. And inescapably, this sense of freedom and common respect for the other fellow has broken over the bounds of the home and spread out to the family of mankind.

Our family looks different—all of us. We are different—the way every family is different. We like it that way.

Sharing

The father, sharing with his child
Life's games, its laughter and its joy,
Is welding a bright golden link
That nothing can destroy.

By sharing he will re-enforce
That bond as nothing else can do:
A bond between him and his child
To last a lifetime through.

O fathers, take the time, I pray,
To live and love and laugh and be
One with that trusting child who stands
A comrade at your knee.

—GRACE NOLL CROWELL



—Harold M. Lambert

Your Youngster's

Moral Burden

By Ed Stowell Mace

FORTUNATE is the child who grows up in an earnest and progressive Christian home. Yet the sensitive Christian parent becomes acutely aware at times that his youngster has some pretty heavy moral burdens; his Christian home is planted in the midst of a culture, many aspects of which are rather pagan. There are times when a boy or girl has to show courage of a high order in order to maintain the standards of thought and conduct to which he is heir. Some of the decisions which he has to make may seem almost trivial to adult eyes, yet they are intensely real in his mind and he will never make more serious choices in his whole life.

For instance, he goes to the party at school given by the P.T.A. It is all good fun and he enjoys himself with a free heart. Then suddenly, some mother proposes a cake walk. Children pay their nickels to get into the circle for a chance at the cake. He has heard his parents discussing the evils of gambling, and they even referred to this sort of thing as the beginnings of it. One of the mothers seeing him standing back and anxious to save him embarrassment (and anxious to raise that quota for the fund to send the president to the state convention) urges him to join the fun. His kindly teacher, mistaking his difficulty, adds the last straw by offering to lend him a nickle! The result is that your youngster's childish conscience faces the burden of a decision as difficult as any he will ever face when as an adult he is confronted with the temptations of a not too Christian world.

Or suppose you live in a southern city (as we do) and cling to the Christian conviction that Negroes are to be looked upon as people. Your child grows

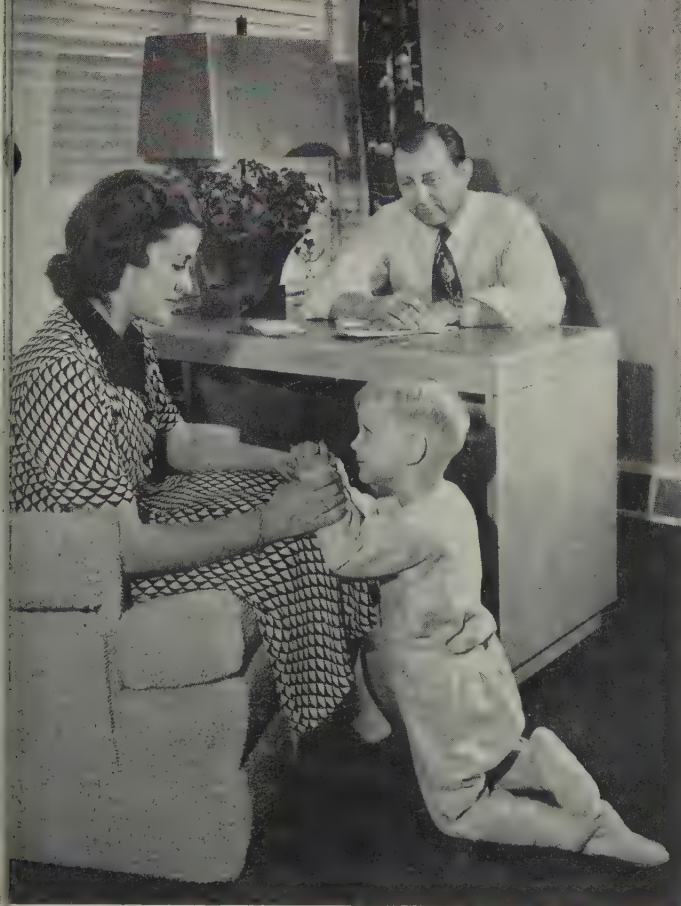
up rather naturally sharing that viewpoint. Yet when he voices this conviction at school, he is not only the victim of the jibes of his schoolmates, but even his teacher may take him to task! He has a real problem!

As your son or daughter grows up the problems grow up with him. Raised in a home where respect for law is a byword, and consideration for the well-being of others a manner of life, your daughter must now decide whether or not she will get into the car driven by an unlicensed teen-age driver with a reputation for reckless driving. And it may be her best "boy friend" who is asking her!

Your youngster from the time he begins to have any real contacts outside the home is faced with conflict after conflict in his own emotions because of the inevitable stress between the ideals of a Christian home and those of a secular culture. The incidents which precipitate these choices range from relatively innocent kissing game to the roadside necking party; from the coach-sponsored bit of poor sportsmanship on the football field, to cheating at life itself; from the invitation to have a social drink, to the "binge" after the big game.

Now, to be sure, many nominally Christian families never face this problem. Ethical and moral considerations are secondary and offer no problem to either parent or child. Even more morally sensitive parents often remain unaware of these problems in the lives of their children, forgetting the child's problem is not trivial to him, even though it may seem so to his elders.

Most Christian parents, however, become all too sharply aware of these painful conflicts and the burden that results from the very fact that they hold high the Christian ideal in the home. So much so that our great temptation is to relax the standards, and teach our children the art of moral appeasement and compromise.



—Harold M. Lambert.

The matter of Christian ethics be made a matter of family pride and even of family tradition.

Of course, we must not expect of our children burdens that will dwarf their spirits and take the joy out of living! Yet let us also beware lest we so stultify the God-given moral sense that they become moral cowards and spiritual weaklings. Let us be assured that if our child does not learn to carry some moral responsibility as a child on the child's level, he will not grow into the kind of man or woman capable of making courageous and decent moral decisions in adulthood.

Perhaps the answer lies in being sure that we share the youngster's moral burden—and in such a way that he knows we are sharing it.

Let this matter of Christian ethics be made a matter of family pride and perhaps even a matter of family tradition. If your youngster senses that in his Christian standards he shares something in which his whole family has a real pride, his burden is not likely to be too heavy. These family standards should be discussed freely in the family circle so that they are truly his standards and he knows their "why." Thus armed, ethical decisions can take on a glow that steals away the weight on the young mind, and sets him free indeed.

Never let your youngster feel alone when he has made an honest moral choice. Once in a while his logic may commit him further than yours does you on some issue. Embarrassing, isn't it? Has he insulted

one of the mothers of the P.T.A. by saying that the cake walk is as bad as betting on horses? You wouldn't take precisely that position, but you'll certainly not cut the ground from under his courageous stand. Has he quoted you (erroneously) to the teacher as saying that segregation of Negroes and whites in the public schools should cease immediately? Well, even though that is not exactly your opinion you are going to assure one and all, particularly your youngster, that you and he stand against racial discrimination. When the heat of the issue is passed, you may counsel more moderation of expression—if you can get by the devastating logic of a child's mind!

You can be helpful, too, to your youngster by helping him to understand why some people do not hold the standards which he and his family do. Since we have used the race issue as an example, let us continue with it. Your daughter comes home from school considerably upset. One of her friends has tauntingly called her a "nigger-lover." Your daughter takes her case to the teacher where she is shocked to discover that while the teacher disapproves the taunting, she also insists that "Negroes are fine if they know their place and keep it." Your daughter defends her position with a vehemence born of self-righteous loneliness. You feel no little annoyed with the teacher yourself.

Your problem, however, is the brokenhearted and disillusioned little girl. So, somewhat belatedly, you try to give a little bit of the other side of the picture: "A great and bitter war was fought between peoples of the same nation, during the process of which all Negro slaves were declared free. Coupled with the awful destructiveness of war this brought complete poverty over most of the Southland. The ignorance of the freed Negroes added to the bitterness of the situation convinced these people that anyone with Negro blood was inferior. It is only natural, then, that some who grew up in homes infected by this bitterness and prejudice should distrust and look down upon the Negro."

Such an explanation is no compromise of principles. It is the practice of the Christian virtue of understanding. Your child need not share a less-than-Christian viewpoint, but it will help him if he understands those who do not.

The Christian parent needs to understand, too, that a great deal of help can be given a youngster in a more positive fashion, by suggesting and sponsoring activities where ethical conflicts are less likely to occur. Family activities and outings are certainly times of refreshing freedom from such conflicts. You can immediately widen this experience by entertaining a great deal in your own home where you have some control of the situation.

You can encourage your boys and girls to include in their social activities the organizations which will encourage them to stand for their best. The Boy and Girl Scouts and similar organizations, the Y.M.C.A., and Y.W.C.A. with their various activities in schools and out, sponsor activities in which you can generally be sure that ethical tensions are eased.

(See page 29.)

Sharing Life

By Leland Foster Wood

FRANK ELLIS lay down with his little son Jimmie one night. He told him a story of things that were familiar and reassuring. Then he said, "What was there today that you liked especially well?" The boy said he liked his new roller skates and the cookies Mommy had made and the game they had played. The list didn't need to be exhaustive, but it was enough to give the father and son pleasant moments together thinking about these things.

Then the father said, "Was there anything today that you didn't like?" Jimmie said, "I didn't like it when George took my scooter, and I didn't like it when I was scared." Talking about the scooter first and helping the child to see that it might be fun to let George ride on his scooter sometimes, the father then talked about Jimmie's being scared.

He was scared when Betty told him the Gypsies were coming to steal children. But in the security of his home this fear had not long troubled him. Yet the child needed reassurance, so Frank told him that the Gypsies wouldn't steal him or any other children. They had children of their own. His father was with him now and his mother was always near. This was the greatest reassurance, and reassurance is partly what fathers and mothers are made of.

Then Frank said, "And we know that God is with us and he will help us. He also wants to help the Gypsy parents and children. Let us pray that God will take care of us and also help the Gypsies to know him." Thus a root of fear was pulled up and after his bedtime prayer the boy soon fell asleep.

CHILDREN need what they need when they need it and parents are persons most likely to be there when the children need them. To some extent they are also most understanding, although every parent should know that if he is to understand his children, he must study each particular little person.

Think of the combination of fun, learning and emotional security in the home which we notice next. The mother is speaking: "We have in our home what we call our happy time. It comes after the children have come from school and before we are ready to get supper.

"In this happy time I read or tell a story, or one of the children tells a story. We play a game. Then we say, 'Let's tell one another if we have been worrying about anything today or if we have had any trouble with anybody.' This allows me to keep in touch with the problems which arise in the children's lives. Yet these problems are not thrown into a worry

session. They are taken up in the happy time, where we learn to stop worrying about them and to correct the mistakes we have made.

"As a part of our happy time we always think of God and talk to him. We thank him for the good times we have and for our love for one another, and whatever we most want to thank him for on that day. We also ask him to help us in our particular needs and to be with our neighbors and friends."

This is another illustration of a home as a very special school where individual attention can be given to those matters which are most important for growth and happiness. This mother has a sound practical psychology of bringing daily experience, family love and the love and care of God into a happy unity in the home. Members of her family are having happy times together and are creating pleasant associations and memories to which the children will look back in coming years. Such memories associated with the childhood home are a part of education in life and character.

FOR THE WELL-BEING of families, there is another kind of learning upon which we must depend largely for the sharing of life in the home. One mother said, "In our family we are training four husbands for girls whom we have probably never seen." Training for marriage is a matter of personality development resulting from all the experiences in a good family.

These boys are getting valuable training in their family council, where father, mother and boys talk together about the problems that concern the family and all its members. They plan their trips to see grandmother and grandfather. They divide the household chores, assigning a part to each. They talk about the problems that come up in the daily life of the members and ways in which they can help one another to solve them. They cultivate an attitude of good will toward friends and neighbors, with remembrance of the second commandment, "Thou shall love thy neighbor as thyself."

In their work and play throughout the week they have much fellowship. They know one another's friends. They share in the interest of one another's hobbies. In those interests which they do not share

With Children

Every child needs reassurance, and reassurance is partly what mothers and fathers are made of.

they are at least rooters for one another. At times the whole family plays together outdoors or in. They love to sing together, and they have a sense of humor to blunt the edge of difficulty. A philosophy of shared living and a pattern of cooperativeness are growing in the lives of these boys.

IF A QUESTION arises about allowances the person concerned explains why he needs more money and the whole family gives careful consideration to the question. When the family budget has to be discussed parents and children work together to find the best plan for the use of their money.

When they had to decide whether they would buy a television set or use their radio longer and thus have more money to help needy or displaced persons, they faced together in a Christian spirit what would be best for them to do. They wanted to use their money to bring the greatest help to others and the deepest satisfaction to themselves.

These boys are getting a valuable training not only in the use of money but also in making decisions about intangible values which are greatest of all. They are taking a real place in the life of an active and happy family, one which recognizes the importance of its ties to one another, and also its opportunity to help others less fortunate than themselves.

No other set of influences more certainly affects the question of whether boys and girls are being prepared to succeed in the marriages of tomorrow than the kind of training they are getting in the homes of today. It is no accident that research studies have shown that young people from homes in which their fathers and mothers made much of marriage and family life turn out better in their own marriages than those who come from unhappy or broken homes.

YOUNG PEOPLE are preparing to bear responsibilities in their future homes as they learn in the homes of today to take responsibilities in accordance with their degree of maturity. Little people can make little decisions and perform little tasks. As they grow older they can learn to make wise choices in larger and larger areas and to make them together when others are concerned. At the same time they get training in cooperative ways. This is an essential part of their preparation for good marriages. Temper will be under better control in the homes of the future if parents set a good example in the homes of the present, and if children learn to try not to dominate one another, nor to "get their way by temper

tantrums. People learn self-discipline as they share the discipline of the home.

Children will be prepared for fine companionships in the homes of tomorrow as they learn to respect the opinions of others, to practice tolerance, to feel a sense of reverence for personality and know that it is better to share life with others than to have one's own way. They gain capacity for loving as they grow up in homes that are rich in love for one another. This must be given generously with joy in one another and not used as a means of dominating another. People learn to love by loving and being loved in the family.

There is no doubt that for the most part the best homes of tomorrow will be created by those who have had good training in homes of today and who supplement this by the best educational preparation which school and church can give.



—Monkmeyer.

—Pinney.

Happy times together aid in healthy development and create wonderful memories when childhood is past.

The Price of Esau



"Three hundred dollars you haven't earned," she said. "I'd call it 'sharp' rather than good business."

FOR THE LAST time, Effie!" Dirk Herrold's voice held a trace of sharpness and impatience. "It *isn't* dishonest! That point isn't protected by the contract and Johnson should have seen that it was. It's just good business, that's all! I stand to gain three hundred dollars by the deal."

"Three hundred dollars that you haven't earned," said Effie, quietly. "And I'd call it 'sharp' business rather than good business. You know Johnson didn't think of that point, and you did."

"Not when the contract was drawn up, Effie. Not till several days afterward, and then I saw the loophole and my chance to make a nice three hundred bucks. And why not? He'd do it to me!"

"Don't talk that way, Dirk," said Effie, worriedly. "It isn't like you. Ever since that Stetson deal—"

"That's when I got taken over and for more than three hundred dollars, Effie. And he's one of the leaders in the church, too!"

"I know, Dirk, but that's no reason why you should change your business principles, or lower your ideals or—or stop going to church."

"Do you suppose I could sit there in our pew across the aisle from the Stetsons, and have a worshipful attitude? Do you suppose I could keep my class of boys and teach them that Christian principles really work—in business or anywhere else?"

Effie sighed, then, "Hush, Dirk. I think that's Ted. Let's not discuss this before him."

But it wasn't Ted. It was a boy with a telegram.

Effie watched while Dirk ripped open the yellow envelope, "Bad news?" she breathed as she saw the look on his face.

He handed it to her. "Come home at once," she read. "Dad sinking rapidly. Mother."

"Oh," Effie whispered. "Grandfather Herrold ill? I'll throw some things into a couple of suitcases and we'll drive out there tonight—don't you think—"

"Of course we will," said Dirk. "Poor dad. That illustrates my point, Effie. Dad's worked hard all his life—and what's he got?"

"A fine son and daughter and several grandchildren," said Effie promptly. "And those are the things that count!"

"But if anything happens to him, how will mother make out? I doubt if he's got a cent aside from his insurance."

"We'd better get packed if we want to start in time to get there tonight," said Effie, quietly. "You pack some things for Ted, will you?"

The ride out to grandfather's farm was not as pleasant as such trips usually were. Even Ted's enthusiasm for an unexpected day or two from school was dimmed.

"I can't think of grandfather being sick," he said once. "I'll always remember him working with us on his farm last summer. Grandfather's a big man out there, Dad."

"I know he is," said Effie.



A Story

by

Florence Kerigan

ILLUSTRATED BY FRANK VAUGHN

It was after midnight when they drove under the trees and around to the back door. There was a light in the kitchen and the door opened when the car stopped. Grandma stepped out on the porch.

"He's gone, Son," she said, quite calmly. "Just an hour ago."

He held her silently while she cried in his arms.

Effie was crying, too. It wouldn't be the same on the farm without grandpa, and what would grandma do?

Letters of condolence poured in, and even telegrams from town-folks who had moved away. On the day of the funeral everyone for miles around was there. Flowers filled the living room—garden flowers cut by loving hands from local gardens, flowers from florists, expensive set pieces. The minister from the church where he had been a lifelong worshiper conducted the service, and more than once he had to stop to control his voice. One after another of his old friends said a few words of loving tribute there in the living room where he used to sit and read his paper or play old tunes on his violin. They added more tributes over his open grave.

Then, back in the strangely silent farmhouse, Dirk and his sister Marian and grandma talked over the future. The farm and the insurance were left to her.

"You can rent the farm and have a good income," Marian suggested, "and live with us."

"Better sell it and invest the money," Dirk advised. "Then live with us. Or divide your time between Marian and us."

Grandma shook her head. "Remember the McCallum boy that he took in after Mr. McCallum died?"

"The one he put through agricultural college?" said Dirk. Effie looked at him warningly, for Dirk had objected strongly when he heard of it. "He's not even adopting him," he had fumed, then. "Just handing out a home and education to a kid who's not even a relative!"

"Well," went on grandma, "he'll farm it for me on shares, and I'll keep on living here."

"Well," said Dirk, "of course, if that's what you want—"

"That's what I want," said grandma, firmly.

"It was a beautiful ceremony," Effie said in a choked voice when she and Dirk were alone. "The

things everyone said—the flowers—"

"Father was a good man," said Dirk. "Too bad people couldn't have said those things and done them for him when he was alive! What did it get him to live the way he did? A few kind words and bushels of flowers—after he was dead! You can say what you please—dad died a failure!"

"Oh, Dirk!"

"Well, he did. He was no businessman. If he'd been shrewd he could have left mother well fixed for life and something over for—"

"Something over for us?" asked Effie, softly. "I don't want anything from him."

"I wasn't going to say that," said Dirk. "I was going to say something over for his only grandson's college education."

Dirk stayed over to help grandma settle up her affairs, which duty took him into the business places of the county. Everywhere he went his father was spoken of in highest praise.

"You know," said the president of the bank, "Mr. Herrold could have any amount of money from my bank, just on his name. Dirk Herrold—that's a name to work magic with in this county. It's

your name, too, isn't it? That's a priceless heritage, boy. Why, when he came in here three years ago and wanted to borrow ten thousand dollars on his farm, I didn't hesitate a minute—"

"What?" asked Dirk "Ten thou— I didn't know that! What did he want that for?"

"That's what I asked him," said the president. "And he said he wanted to lend it to a man named—named—Johnson, I think it was, who wanted it to help out a friend."

Dirk moistened his lips. "Did he know who that friend was?" he asked.

"Herrold did, but he didn't tell me. His word was good enough for me. And I was justified, for he paid it back—every cent."

"Yes," said Dirk. So that's where Johnson had got the money to lend him three years ago! And Johnson hadn't been any more careful about the written contract then than he had been about this one which could cost him three hundred dollars!

There was an outstanding bill for feed. The man at the feed store fingered Mrs. Herrold's check and looked at it thoughtfully. Then he held it out to Dirk. "Are you sure she can spare this right now?" he asked. "I mean—well—Dirk Herrold was a lifelong customer of mine, and when the lean years came I carried him many's the time. 'I can't pay for this right now,' he'd say, 'but as soon as I can—' And that was good enough for me, because as soon as he could—why, there'd be my money—safe as churches!"

"Take it," said Dirk. "We're settling up everything. He'd want it that way."

Why, yes, he thought, with a flash of understanding. Dad *would* want it that way—every cent owing to everyone paid up—and not a cent collected that wasn't owing to him!

"Who's takin' over the farm?" the dealer asked, as he wrote out a receipt.

"That McCallum kid," Dirk explained.

"Oh, yes. Now that was a fine thing your father done! After the kid's father died Mrs. McCallum had to go out to work and the kid

ran wild. The judge was going to send him to the county reform school, but your father said, 'Let me have him, judge. I like the way the boy handles that pup. A boy that's good to animals has got some good in him.' You know what happened. Got as good a name now as your father had. And that's sayin' somethin'."

Everywhere Dirk went, to pay bills or collect them, he heard the same stories about his father's honesty. "If he said he'd pay, that's good enough for me." "If he says that's what I owe him, that's right."

"When I started to college," said one man, thoughtfully, "I drifted away from the church the way kids will. Became a skeptic and smart alecky. Then one night I went to midweek meeting to make fun of it, and I heard your dad speak. 'He talks big,' I said to myself, 'but we'll see how he lives what he talks.' I made inquiries around the whole country, and I found out. I decided that a church, a religion, a set of principles, anything that would make a man such a fine, universally respected character as your father was the thing for me to tie to." He broke off and smiled, and his eyes were misted with tears for a moment. "I never thought I'd be in that pulpit myself a few years later, preaching Sunday after Sunday to him. In fact," he confessed with a whimsical smile, "more often than not I'd come around and sit on one of his fences and let him preach to *me*!"

DIRK was very sober all evening. He was thinking seriously and deeply.

"You're going to see Mr. Johnson tonight, aren't you, about that contract?" Effie ventured when they were back home and life was picking up its usual routine.

"Yes," said Dirk and didn't answer the unspoken plea.

Funny Johnson hadn't told him that that ten thousand dollars which had set him up in business had really come from his own father! Dad had known he wouldn't have let him mortgage his farm for that. There was a chance that he might have lost the whole thing. Dad must have been crazy to do it—or else very trusting. That was it—trusting, because he himself was trustworthy, and because he had brought up his son to be trustworthy, given him an obligation along with the name.

"You know, Johnson," he said a little later. "I could have held you up for three hundred dollars on that contract!"

Johnson laughed as if he thought that were a good joke. "I noticed that loophole," he said, "and if it had been anybody but you I'd have called his attention to it. But, shucks, your name's good enough for me, Dirk!"

Dirk was in his pew the next Sunday. It wasn't hard to face Mr. Stetson for, after all, he felt a little sorry for him. The minister announced his text: "A good name is rather to be chosen than great riches, and loving favour rather than silver and gold." Effie touched his hand and he turned and smiled at her. Almost, he had sold that priceless heritage. The price of Esau was a mess of pottage, and his had almost been three hundred dollars!

Equality

White folks who feel superior

Fill me with chagrin.

I know so many kindly hearts

That beat beneath a darker skin.

—MARGARET MANESS

WHAT WILL YOU SAVE

FOR OLD AGE?

By Roberta Fleming Roesch

THE PEOPLE in my neighborhood take special delight in looking disapprovingly at my friend Mrs. Nash.

"She isn't saving a thing," they complain. "She'll have nothing for her old age."

Patiently I listen to them, but I ache to explain the inspiring things that Mrs. Nash is saving and the Christian faith by which she lives.

It happens, you see, that she was left a widow about a year ago. She has the choice of saving a good sum for old age—stripping her life of all the things she enjoys now—or living the way she likes to live now and planning to live simply in her old age.

"I've chosen the latter," she told me. "I thought about it and I prayed about it, and God gave me my answer. Now, no matter what anyone thinks, I'm sure I'm doing right in my system of saving every day toward a host of intangible things for my old age."

The first one of these intangible things she is saving is the memory of a lovely home. All of her neighbors think she ought to give up the expense of her six-room house and, with her high school daughter, move to one or two rooms. Naturally, she, too, is aware that this would afford her a sizable financial saving each year. However, she prefers to forfeit that saving in favor of providing her daughter with a background that offers a happy, well-adjusted home

life during the formative years when the girl needs it most.

"And when I get old," Mrs. Nash sums it up, "I'll have the warm satisfaction of knowing my daughter always had the same kind of advantages she would have had if her father had lived, and that she made the right kind of friends because she had a home into which she could bring them."

IN ADDITION to providing a warm, friendly home for her daughter, Mrs. Nash is arranging to help her through college when she finishes high school. She could save herself some money by sending the girl to a local college as a day student, but she believes the daughter is the type who really needs the advantages of campus life and who will gain much by the experience of being away from home part of the time. All in all, Mrs. Nash sincerely believes that these things will mean more to the girl than the financial legacy she would leave if she saved all her money today.

Last winter Mrs. Nash shocked the neighborhood by taking into her home an elderly invalid aunt.

"My acquaintances told me then," she said, "that I was silly to undertake it, that I ought to save myself the money and responsibility that resulted from having her with me."

But the aunt, according to Mrs. Nash, had provided a lot of happiness in her active years, and Mrs. Nash thought someone owed her a measure of return happiness in her old age.

"And I'll always be happy," she says, "that I was the one who helped make her last few months really pleasant ones. After all, what about the Golden Rule? Shouldn't we live by that?"

MRS. NASH is planning a trip to California next summer. Her daughter has arranged to take a summer job at the beach, so as soon as the school term is over Mrs. Nash will close her home and take a leisurely trip to the coast. The two of us laugh at what the neighbors will say of that, but Mrs. Nash is firm in her opinion that taking the trip while she is active and young enough to fill every moment with excitement will pay many dividends in re-lived happiness.
(See page 41.)



—Harold M. Lambert.

We can gather rich memories—intangible wealth
which will always be with us.

Whose Job Is It?

By

Margaret C. McDowell

OH, YES," said a young mother to a neighbor, "of course we send the children to Sunday school." And with something of a virtuous air she added, "We feel that Barbara and David should get some religious ideas while they are little and learn something about the Bible. And it is certainly the church's business to teach them."

"And are they learning, Mrs. Andrews?" asked the neighbor. "Are you satisfied with what your church is teaching?"

"Dear me!" confessed Mrs. Andrews, "I don't know much about it. We like our church, though I don't get there very often now that we have the baby. I don't get a very clear idea of what goes on in Sunday school from what the children say about it. But I suppose they are learning as much as children usually do in Sunday school."

The eavesdropper listening in on this conversation would feel inclined to ask, "What is wrong with this picture?" Several things indeed. In such a situation both home and church are failing the children—failing because they do not see their responsibility for Christian training as a partnership in which both must share.

Whose responsibility is it to teach religion? The church has a large stake in it to be sure. It is the church's job to provide an adequate place for your children to meet, with physical equipment—

furniture, space, light, ventilation—as good as that which the public school provides. The church must find teachers for your child and other children, and train them if necessary, so that they are adequate for the trust placed in them. The church must choose and supply a curriculum, the very best it can buy, to provide guidance for those who are teaching the children, and right and wise and sound ideas of God, Jesus Christ, the Bible, and Christian living for the children themselves. Finally, the church is responsible for finding a way to let you who are parents know what the teaching is about, and how you may help to carry on the teaching at home.

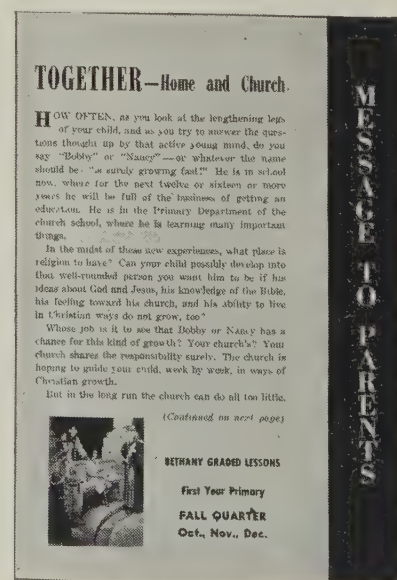
Whatever else Mrs. Andrews' church was doing, it was failing in the last requirement listed above. For if they were using the Bethany (Judson) Graded series of lessons they would find that a special piece of material has been prepared for parents. This is a small quarterly folder called "Message to Parents," and it has been available for a number of years in connection with the kindergarten through the third-year junior courses.

It is of the *new* and different "Message to Parents" that we want to speak here, however. It is ready for use now with the new first-year primary graded course, and it will be made available year by year as the new primary and

junior courses make their appearance. And how does it differ from the "Message to Parents" that it will be replacing? First of all, it is twice as large, eight pages instead of four. This added space allows room for some illustrations and a much more attractive appearance. Quite as important, it makes possible a much more friendly, informal style of writing, as well as more detailed help on the suggestions for things to do at home.

Let us look at the first issue of this new bulletin, pictured on this page, to see what it is really like. It begins with a brief article, "Together—Home and Church," which sets forth the joint responsibility of home and church for the Christian training of children. On the second page there follows a description of the new and very attractive quarterly books which the children will bring home. These are the children's books, but you will want to know their plan and purpose.

(Continued on page 38.)



THE NEW

Message to Parents

Teaching Religion

In the Home

By Florence M. Sly

BEING A PARENT in these days is no job for a lazy person! Parents must be wide-awake and on their toes if they hope to keep pace with their children. The provision of shelter, food, clothing and spending money does not begin to be all that today's parents must provide for their children. It takes day by day interest, concern, and guidance. That means being on the job every minute of every day over a period of many years. That sounds like a tough assignment. It is not an impossibility!

As we think in terms of teaching religion in the home, it will be necessary for all of us to rethink what we mean by religion. Maybe we will not all agree on an exact definition. Surely we will agree that we must take a broad view of religion if we are to prepare our children to meet head-on the issues of this twentieth century world, to be qualified to fit into the scheme of things and to wield any influence for good.

Before we start to work on anything, we should be able to visualize the finished product. Any mother preparing to make her daughter a dress looks at the picture on the pattern. She fancies her child in that particular model before she cuts into the material. So, parents must be able to picture the finished product they hope to turn out of their homes. They must be able to see these children as they hope them to be in sixteen, nineteen, twenty-four years; see them as well-rounded Christian personalities; see them fitting into the work of the world.

This brings us down to brass tacks, down to the everyday routines of life as it is lived in every home in America. We can picture the result—but how can we accomplish it? It does not come by looking at a picture of the dress on the pattern envelope. No! It comes by cutting into the material, fitting the pieces together, stitching them, sewing on the buttons and the lace.

Granted that religion is often caught, it is not enough for Christian parents to assume that their

attitude and interest will be assimilated and reflected by their children. If religion is to be a vital, integral part of the pattern of Christian family life, parents must make a conscious effort to use every opportunity and resource in the home for Christian teaching. Now we are right up against the job—how are we going to do it?

"Actions speak louder than words" is an old adage that contains much truth. It should give us some concern. As we get into the task of teaching religion in our homes, we cannot but realize that the life of the teacher has considerable influence. The general attitude of the parents, the atmosphere that the parents create in the home and the way in which they go about presenting the teaching which they give really make the foundation upon which the teaching should be based.

Parents must have sympathetic understanding. When the children are quite young this is reflected by the tone of the voice, by the time given to the child when he is hurt or something goes wrong, by the consistency and persistency with which the parents train the child and the interest and concern the parents register with regard to those things in which the child is vitally interested. As the child grows older, it means the reasonableness of the parents in reactions to the child's interests or desires. It means growing up with the children and the ability to place one's self under similar circumstances to those which the child faces. How often parents are "so old" by the time the child reaches adolescence that they cannot remember that they were once young and gay. It would be wise if every parent possessed the diary of his sixteenth year to reread frequently while his own children are going through that year. He would be far more sympathetic with his child and he would realize that he was not as wise nor as dignified nor as sensible as he now thinks he was at that age!

Parents must be tolerant of other people's views. They must be tolerant of their children's views and

those of their children's friends, young and old, if they are to be the proper kind of teachers of religion. Confidences which the young people give to their parents should be respected. This goes for those of younger children, as well. How often Johnny shares some little thing with his mother. It is of no consequence, really, but it seems mighty important to him at the time. Mother thinks it cute and so she tells her friends. It eventually gets back to Johnny. Can he feel that he can trust his mother? When he becomes older his mother will wonder why he never confides in her.

Dependability and integrity count for much. Once a promise is made it should be kept. There are times, however, when unforeseen circumstances arise which can be presented and discussed altering the agreements made. Under ordinary circumstances parents must maintain their integrity by keeping promises made. By their lives, by their relationships to each other as husband and wife, and by their relationships as parent and child, parents must present a confidence toward life, an assurance that God has meaning for them and that Christianity possesses their lives. Because of this the children will automatically respect the things their parents say because it has first been lived before them.

Religion is life. It is not something that is apart or can be separated from life. There is a religious significance to all of the happenings every day in any home. The parents' chief aim should be that the teaching of religion they do should come about naturally. In other words, situations should not be set which are foreign or unnatural to the way that family usually does things. Religious practices should not be carried out just because the parents feel they have a responsibility or a duty to instruct their children at that particular time. These should develop out of the normal, everyday happenings within that family.

Parents should start right where the family is when they decide to develop a plan of teaching religion in their home. Take a birthday that is soon coming up, take the experience that Mary had in kindergarten yesterday, take the problem of the use of the family car for John's date, take the radio program which the family hears as a group each Monday evening before the little ones go to bed. Any one of these or any one of dozens of other things that are important in the life of any family offers an opportunity to start teaching religion. Many modern Christian parents do not really look for opportunities to teach religion in the home but have a prayer period every morning at breakfast.

Such a program of regular family worship has many values and could be set up in nearly every home. A few minutes at any meal during the day could be used to rich advantage. In many homes, however, such a plan might not be convenient, natural, or meaningful. There are other times and occasions when parents can accomplish even more to lead the family in worship experience if they are on the lookout for them.

In one family, as each child has achieved milestones in his schooling some family recognition has been given. When the eighth grade was completed, high school begun, graduation from high school, entrance to college, college graduation, the family would have a family gathering. There would be conversation, maybe the presentation of a gift, a realization of the achievements, the honors or accomplishments of this member of the family as well as his future responsibilities and opportunities. All of this would call forth appreciation and thanks to God. The situation was set, worship came naturally and God seemed very real and near to each member of that family group.

Few families are without radios. This common possession of nearly every family can be the means of teaching religion in the home. There are some good religious programs on the air. Parents need to know when these come. There are many other programs which portray better family living and understanding, will develop appreciation for lives of service. Listening to such programs and either discussing them or referring to them during the course of the coming week make them meaningful to the family, thus developing one excellent technique of teaching religion in the home.

One cannot begin to mention all of the opportunities for teaching religion presented in the modern home: table conversation, story hours, work and play relationships, use of good music, school affairs, community activities, movie and theater, church responsibilities. The reason many parents are not aware of these opportunities for teaching religion in their home with the resources at hand is because they are not sure of the way they are going. If parents have a goal in family living and if they have a unity of purpose in building their home, they will be more able to see possibilities of teaching religion through these resources available to them. This requires thought and planning and work on the part of the parents. These opportunities frequently come without planning.

The dress is finished and pressed! There are a few places where the stitching is not even and the lace looks a bit fuller on one sleeve. It was hard work, it took patience to stick to it long enough to get it finished. That young minister, that young school teacher, the young bank clerk, the young lawyer, that proud father and mother of the new baby—those are the products from our homes. It was hard work, it took a lot of time. There were times when we would rather have read the latest best seller instead of having gone with the family to the high school basketball game or spent the evening working on a jig-saw puzzle. The results may not be perfect—the stitching may be uneven and the lace may not be exactly the same on each sleeve. We have consciously tried to take advantage of the opportunities within our homes to teach religion. The children responded. They cooperated. Now we proudly look and say "our son" or "our daughter."

New Ideas for the *Family Fall Party*

By
Susan Chiles

**Games, decorations and prizes and
all as clever as can be. Gentle with
the Budget, too!**

WHY NOT HAVE a family party this fall? There is nothing which contributes more real enjoyment to your family life than entertaining a family which "fits in" with your family. Invite one, two or as many families as are absolutely, 100 per cent congenial and have the "time of your life."

Let's start with the candles. Someone has said that candles make a party. Get as many big ears of yellow field corn as you want candles. Saw off each end. Be sure the end that was attached to the stalk is flat, for it must be able to "stand on its own bottom" when finished. Care must be exercised, too, to avoid marring or disturbing the shucks. Saw off just the tip of the other end. Peel back the shucks to within four inches of the big end, exercising care not to tear them. Next fold each individual shuck back to within four inches of the bottom. They should look like huge flowers when done. Just below the "leaves" bring a red ribbon or a two- or three-inch strip of red crepe paper around the ear, tying in a big bow at one side. Get

red candles the size of the cob. Into each candle stick the head of a large darning needle, stick the point of the darning needle well down into the cob, and presto you have beautiful candle sticks and candles!

Red apples make the center piece. What is different about that? With apple corer or very small knife bore a hole into the center of the apple. Into the hole put as many heads of wheat as the space will allow, arrange the wheat filled apples in a mound, taking care, of course, that the wheat comes to the outside. You will be delighted with the effect! Once when we were unable to get wheat heads, we used marigolds in the apples, taking care not to place the marigolds in the apples too long in advance.

THERE IS nothing prettier in "the fall o' the year" than the glowing bittersweet and the beautifully colored leaves. Get as much bittersweet as you can and drape it everywhere. The leaves must be treated to keep them from wilting.

Get a strong cup or saucepan—

preferably with a handle—melt in it any type paraffin. Get it to boiling heat. Take each leaf by the stem, dip into the boiling wax, watching not to lay it down until the wax has congealed—which is a matter of seconds. (These leaves will keep indefinitely and may be used as a winter bouquet in your home, or later in school or church decorations.) Like the bittersweet these leaves may be used in numberless places. If you have sufficient room, you could attach some of the leaves to a bare tree limb and use in your decorations.

Use the old device of English walnuts combined with the table-of-fate idea: open the walnuts, remove the meats, write on a small clip something like this: "You will take a trip to the moon in 1951," etc.—just some ridiculous prophesy—paste the shells back ever so lightly and then either paint or paste a face on each one. As this is a family party, you will want to assemble around one big table. When you are ready to seat your guests announce that the "witches have left messages but you do not know to whom each is addressed." The guests must take the responsibility each one of choosing his own. After they are seated, have each one read his "prophecy"—this will be a source of amusement for your group. Try to write some prophecies that fit—for instance one could be for Mary, whose ambition is to write a song—"You will write a Broadway hit this year"—imagine the fun it will create if John, who hates everything along that line, and who would never choose a trip to Broadway—reads this slip.

Get good pictures of a turkey, an owl, a witch, cat and goose—get a big piece of ordinary wrapping paper for each guest and ask each one to join the "Paper Construction Art Class." You explain that to enter, each must tear from his paper an exact copy of the objects pinned on the curtain. You will be surprised at what good results and what bad ones you get! Offer small prizes for the best and the worst.

Another amusing game all could play is: "Who am I?" Arrange a sheet over a doorway. Put a

strong light in one room. Divide your guests into two groups. One is first the "guesser" and then the "guessed."

The guessers go into the room without a light. The guessed into the room with the strong light. Into the room where the guesseds are assembled, put some crazy old hats, sweaters, boots and other clothing. Each in turn among the guessed disguises himself as much as he can and passes back of the sheet-curtain. The guessers of course try to see how many they can recognize. We announced at our party: "This is station C-R-A-Z-Y presenting its regular program of 'Who am I?'" A grand prize of ten mills will be offered for the most complete and correct list of answers turned into this office. Please do not disqualify your favorite contestant by suggestions. Do not think your labor will be in vain. For every effort made we will award one perfectly good cent. This cent is redeemable in any store in the U.S."

If a basement is available, build

a tepee of corn stalks in one corner, arranging various hindrances to the arriving at this corner. A "scarecrow" figure, with pumpkin head, an old-fashioned lantern pinned securely to his empty sleeve, lights the way to the tepee. If some member of the family or some friend who is well acquainted with each member of the group, would consent to act as "fortune teller," making a humorous forecast for each guest, it would be fun. If this is not practical, we have found it fun to have a number of bottles of strong smelling liquids—such as ammonia and turpentine—and have the guest arriving be offered a very brief "smell" at each bottle. A small bottle of toilet water—the bottle dressed like the "pumpkin" scarecrow—would make a good prize for the one who knows most of the "smells."

I believe that will make enough entertainment for the evening—and now I want to make a few more suggestions which we have liked for decorations. Zinnias,

scarlet sage, marigolds and can-nas are at their best just before frost comes. Utilize them. Hollow out long-necked squashes and pumpkins for containers. Fill these containers with the flowers. If you have any difficulty making them stand erect, avail yourself of Scotch tape.

The most talked of decorations at our fall party were the figurines made of pipe stem cleaners. We had a ball team—the helmets made of acorns. The bystanders and rooters included the gay young flapper with conspicuous white anklets and scarf—both of white crepe paper—and a gay calico skirt and the severe on-looker dressed all in black with immense "glassless glasses" made of a fine piece of wire.

If you do have time for more entertainment, offer a prize for the person making the most words out of the name of the month in which your party is held. For this prize—rather, for these prizes—I got three inexpensive bowls, "big, middle sized and little." I drew paper over each bowl tightly—orange-colored crepe paper—tied it securely at the bottom of the dish, then pasted eyes, mouth and nose of black carbon paper on the smooth upper side. It makes a very nice resemblance to a jack o' lantern and gives an added fall touch to your party.

You will want to use all of the jack o' lantern lights that you can afford. If you happen to have some friend who has a lot of them, that is fine. If you have to buy them in the city, they are simply too expensive. Orange-colored crepe paper over your lights give a nice effect.

Honestly, I believe that there is nothing more fun than a family party! If you happen to live "way out somewhere" with no congenial family near to invite, try having a party for your family alone—especially if you have a big family—it is perfect! Use our suggestions and "dig up" some original ideas of your own. Fall is a wonderful time of the year to have a really grand party without having to spend too much. Try it and see!

Evening

The sun has left some color
Against the western sky;
The robin soothes her birdies
And croons a lullaby.

The fireflies light their candles,
The crickets saw a tune;
A silver cloud moves slowly,
And carries up the moon!

—NONA KEEN DUFFY

The Claimants

The winter sets his seal upon her hair,
While summer lingers in her steps and seems
Reluctant to depart,
The autumn's latent beauty rests upon
Her face and burns deep in her eyes, but spring
Will always claim her heart!

—INEZ CLARK THORSON

PARENTS

Do Something About the Comics

By Alton M. Motter

PARENTS CAN do something about the comics if they have the *will*! This is being demonstrated today by parents' groups and citizens' committees throughout America. Heretofore, parents have looked upon the comic book industry as a giant octopus, before which they were helpless. That day is over.

I say this because American parents are psychologically and mentally ready for action. This is being demonstrated by current movements in such cities as St. Paul, Minnesota, and Cincinnati, Ohio. Both cities have shown the way to get effective community action. Parents in these cities asked the usual questions, "What can we do?" "Where do we begin?"

Naturally, a community movement to develop discriminating comic tastes must start with one or two individuals. In St. Paul, those individuals happened to be a sociology college professor and a drugstore owner who was also a member of the city council.

Following a number of explanatory discussions with community leaders, a Citizens Committee of 22 members was formed. On it were parents, educators, clergymen, social workers, youth advisors, business leaders and magazine distributors. The members represented the Council of Churches, the P.T.A., the public and parochial schools, the character-building agencies of the city, the Legion of Decency, and the Council of Human Relations.

The first meetings of the Committee dealt with two questions: "What's wrong with the comics?" and "What should be done about them?"

Under the leadership of Harold D. Eastman, a professor of sociology at Macalester College, the Commit-

tee soon developed an answer to the first question. The second question was not so easy to answer. Some favored strict local censorship; others, state or national legislative control; and still others, a letter-writing crusade against the publishers. The final decision was to wage an intensive campaign to educate parents, teachers, students, church leaders and magazine dealers to select the better comics only.

But which were the better comics? By what standards were they to be selected? This was the assignment given to a special sub-committee. After many sessions, the following standards of evaluation were adopted:

Comic books should be selected which:

1. Portray home life based on a stable and permanent marriage bond where all members through normal give-and-take relationships develop as useful members of society.

2. Foster wholesome respect for the human body and sex relationships in words, gestures, deeds and dress.

3. Use acceptable language free from profanity and vulgarity.

4. Show respect for religious, racial and national groups.

5. Avoid the presentation of gruesome scenes.

6. Portray violations of law as being dealt with according to proper legal procedures.

7. Present the law and the police and other representatives of the law with proper respect.

8. Do not excuse or make attractive or heroic the criminal or his deeds, and do not present the details, methods or techniques of crime.

9. Portray characters who, if imitated as heroes of youth, would contribute to the general welfare of our society and to wholesome personality development.

10. Emphasize the principles of our democracy as set forth in the Declaration of Independence and the Constitution of the United States.

11. Show respect for the moral laws of God.

12. Advertise products which, if bought and used by youth, would contribute to their general welfare.

The next task was to apply these standards to the voluminous comic-book production line. Here a special committee of 50 high school students assisted with this part of the study. The students, representing every public, parochial and private school in the city, examined nearly 400 publications in the light of the above standards. By a majority vote, they listed 136 "Best Buys" which they felt met these standards. (See list of 136 "Best Buys"—those with asterisks are also on Cincinnati's approved list.)

Student participation had a strong psychological value. A well-selected committee of high school youth could speak to their school-mates and to their younger brothers and sisters with greater effectiveness than could a completely adult committee of professional experts. In addition to selecting the list of "Best Buys," the students also cooperated enthusiastically in the public relations job.

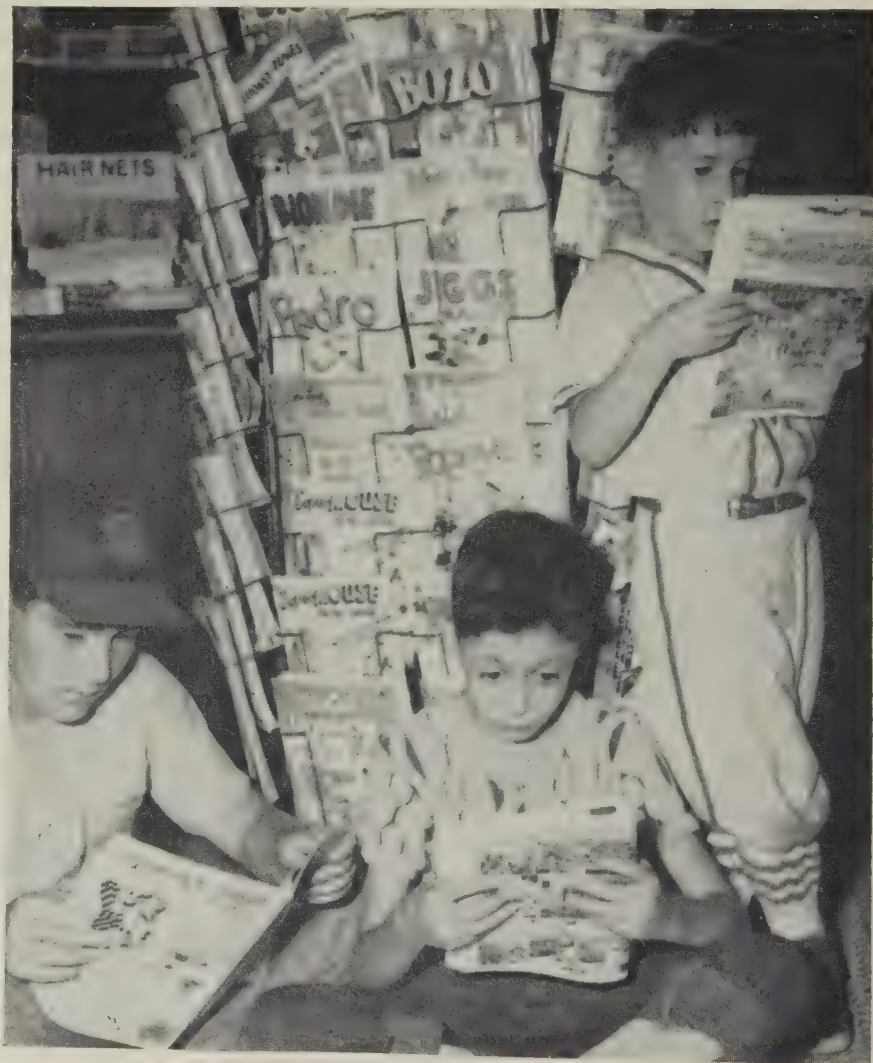
A student speaker's bureau was established which addressed P.T.A. meetings, church and civic groups. Posters were made to show the comic's worst violations. In the public school classrooms, the comics became the subject of special reports and discussions in English and civic classes. The list of "Best Buys" and "standards" were widely distributed to schools, churches, and civic organizations, as well as to dealers. Full cooperation was given by both the newspapers and radio stations with one session of the student committee in action being televised. The city became "comic-conscious."

WHAT ARE the results? These are difficult to measure but there are many signs which indicate that the efforts of the committee

have not been in vain. Hundreds of parents have expressed deep appreciation. One drugstore owner said, "I've been looking for a list like this for a long time. Like other dealers I knew there was a lot of junk among the comics but a businessman doesn't have time to separate the wheat from the chaff." Comic book publishers wrote in with strong protests because their particular comic or comics were not on the list of best buys.

With the publication of the St. Paul plan in several national religious magazines, inquiries came in from parents, pastors, college and seminary professors, librarians, councils of churches, P.T.A. officers and public school educators, representing every state in the union.

All of this indicates that the time is here for the American people to act on the comics. Let us not be overwhelmed by the staggering volume of these publications—some 750,000,000 copies a year. As Christian parents and leaders, we are responsible for shaping the lives of our children and youth. To say that the excessive and indiscriminate reading of the comics



Comics, comics and more comics. So absorbed were these youngsters gathered in the corner drugstore, they didn't even look up to see their pictures were being taken.

by our children will have no effect upon their ideals, values and attitudes is to bury our heads, ostrich-like, in the sand.

The development of a child's character is determined by the experiences which affect that character. The steady and repeated reading of unselected comics can have far-reaching effects on both our children and our society which can be far from comic. This can be especially true in the growing child's conception of the place of violence, vulgarity and sex in life. The same can be said concerning the comic book's effect upon the educational development of the child, espe-

cially in the area of reading and the development of good taste in literature.

The publication of comic books is a profitable enterprise. In determining what will be published, the producers are guided too frequently by this materialistic standard: "We publish only what the people will buy." Parents across America can soon change the contents of the comics if they want to. Every community is waiting for someone to take the initiative. In your community, perhaps that someone is *you!*

"BEST BUYS" IN COMICS

As compiled by a committee of 50 high school students of St. Paul. See article.

- | | | | |
|----------------------|---------------------------|-----------------------|------------------------|
| *Ace Comics | Frankie and Lana | *Little Orphan Annie | Sparkling |
| *Aggie Mack | *Freckles and His Friends | Looney Tunes | Starlet O'Hara |
| *Alice in Wonderland | *Frisky | *Margie | Steve Roper |
| *All Humor | *Funny Folks | Mickey Mouse | Sugar Bowl |
| *Andy Panda | *Funny Stuff | Mighty Mouse | *Supermouse Comics |
| Animal Antics | Gabby Hayes | Mill the Model | Supersnipe |
| *Archie | *Gene Autry | Miss America | Suzie |
| *Barnyard Comics | George and Judy | *Mitzi's Boyfriend | *Teen Comics |
| Binky | Giggle Comics | *Monkeyshines | *Terry Toons |
| Blondie | Goofy Comics | Monte Hale | *Tessie the Typist |
| Brer Rabbit | *HaHa Comics | Mopsy | Tex Taylor |
| Brick Bradford | *Happy Comics | *Mutt and Jeff | *Tillie the Toiler |
| *Brownies | Heckle and Jeckle | New Heroic | Tim Holt |
| *Buzzy | *Hedy De Vine | *Ozzie and Babs | Tim McCoy |
| *Calling All Kids | *Henry | Patsy Walker | Tip Top Comics |
| *Candy | Humphrey | *Penny | *Tippie and Cap Stubbs |
| Captain Easy | *Jeanie | *Polly Pigtales | Tom Mix |
| *Catholic Comics | Jimmy Durante | *Popeye | Tommy of the Big Tops |
| *Charlie McCarthy | Jingle Jangle Comics | *Raggedy Ann and Andy | Tony Trent |
| *Classics | Joe Palooka | Real Life | *Topix |
| Club "16" | *Juke Box | Real Western | True Comics |
| *Comedy | Jungle Jim | Red Rabbit | True Sport |
| *Comic Cavalcade | *Junie | Red River | Vacation Comics |
| Coo Coo Comics | *Junior Miss | Red Ryder | Vicky |
| Cooky | Katzenjammer Kids | Roy Rogers | Wacky Duck |
| *Date With Judy | Kid Zoo | *Rusty | *Walt Disney |
| Dick Cole | King of the Royal Mounted | Screen Comics | Western Comics |
| *Dixie Dugan | Kitty | Scribbly | *Willie |
| Donald Duck | Lana | Slick Chick | *Winnie Winkle |
| *Dotty Dripple | *Leading Comics | Smitty | *Woody Woodpecker |
| Dr. Bobbs | *Little Annie Rooney | Sparkle Comics | Wow Comics |
| Egbert | *Little Audrey | *Sparkler Comics | *Zane Grey |
| Ella Cinders | Little Beaver | | |
| Etta Kett | *Little Bit | | |
| Famous Funnies | *Little Lulu | | |
| Felix, the Cat | Little Miss Muffet | | |

*On Cincinnati's approved list also.

God, Who Touchest Earth With Beauty

God, who touchest earth with beauty,
Make me lovely too,
With thy Spirit recreate me,
Make my heart anew.

Like thy springs and running waters,
Make me crystal pure,
Like thy rocks of towering grandeur
Make me strong and sure.

Like thy dancing waves in sunlight,
Make me glad and free,
Like the straightness of the pine trees,
Let me upright be.

Like the arching of the heavens,
Lift my thoughts above,
Turn my dreams to noble action,
Ministries of love.

God, who touchest earth with beauty,
Make me lovely too,
Keep me ever, by thy Spirit,
Pure and strong and true.

—MARY S. EDGAR

By permission of C. Harold Lowden, owner.

Following Christ

Savior, in the words I say
May I follow thine own way;
And in all the deeds I do
Show a spirit fair and true.

Show me how to play each game
Fair and square, as in thy name;
Lose the contest if I must,
But in every act be just.

In my home, at play, at school,
May I keep the Golden Rule;
Bravely face the hardest test,
Love my neighbors, do my best.

—JOSEPHINE L. BALDWIN

From *Services and Songs for Use in the Junior Department of the Church School.*

WORSHIP



A Prayer

Our Friend, we are happy in the fun we are having these pretty fall days. We thank you for the chance to run and play among the leaves and to laugh and sing and be jolly with friends. Thank you for this happy world. Amen.

—BEULAH THOMAS.

Learning

Consideration for the thoughts and feeling others is basic to Christian character. Young children begin to imitate the actions and assume the attitudes of the adults around them. When parents treat their children with consideration and respect, the children are the more likely to treat others in the same way.

As children begin to play with other children in the neighborhood, on the playground, or at school, they are frequently mistreated. It is a natural reaction for them to return like treatment. Children in the same family are often in conflict over a variety of things. Living in Christian ways in relationships is learned through example and through conscious effort.

Talking with parents about the best ways to get along happily with others may help some children to become kind and thoughtful. Family worship, Christian living as its theme, may help others to make more of an effort to live in Christian ways. Care must be exercised, however, so that no individual is given a sense of guilt because of past failures to live at his best.

Many children are helped to be more considerate when they realize that their parents must exercise restraint; that parents rely on a source of strength outside of themselves, to live and act in Christian ways.

The Scripture, poems and prayers on these pages may be used in a variety of ways in helping children to develop Christian character.

Young Children

Good Night Prayer

Our Father, you have given me
So much of love and joy today,
That I am thinking joy and love
To other children far away.

Wherever they lie down to sleep,
Happy and tired with work and play,
Yellow, brown, black, and white,
Our Father, bless us all tonight.
Amen.

—AMELIA JOSEPHINE BURR

Kindness

Let love be genuine; hate what is evil, hold fast
what is good; love one another with brotherly
affection; outdo one another in showing honor.

—Romans 12:9-10.

If any one strikes you on the right cheek, turn
to him the other also; and if any one would sue you
and take your coat, let him have your cloak as well;
and if any one forces you to go one mile, go with
him two miles. Give to him who begs from you, and
do not refuse him who would borrow from you.

—Matthew 5:39-42.

Do not return evil for evil or reviling for reviling;
but on the contrary bless, for to this you have been
called.

—1 Peter 3:8-9.

Practice hospitality ungrudgingly to one another.
Each has received a gift, employ it for one an-
other.

—1 Peter 4:9-10.

Let us not love in word or speech but in deed and
truth.

—1 John 3:18.

Do whatever you wish that men would do to you,
so to them.

—Matthew 7:12.

Like Jesus

I like to think that Jesus
Was once a little child,
And everybody loved Him,
He was so kind and mild.

He loved the birds and flowers,
And all things weak and small,
He knew that God, his Father,
Had made and loved them all.

I want to be like Jesus,
So good and loving too;
I want to do for Jesus
What he would have me do.

—HARRIET BLANCHE JONES

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A Table Grace

Divine Father of all people everywhere, as we sit
down to a table filled with plenty, we pray for those
who have little, for those who are cold and hungry
and homeless and lonely. We pray that thy love
may so fill human hearts that those who have will
share gladly with those who have not. Teach us to
give as we receive. Amen.

—WILLIAM A. CLOUGH¹

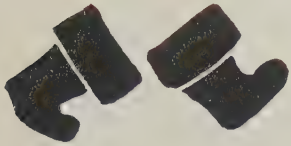
A Prayer

Our heavenly Father, draw us today with all
families in our land and in all other lands into the
single circle of thy love, we pray. Make us all one
in mind and thought as we truly are in spirit. Help
us to practice daily thy golden rule of doing to others
as we would have them do to us. We ask our prayer
in the name of Jesus Christ our Lord. Amen.

—WILLIAM A. CLOUGH¹

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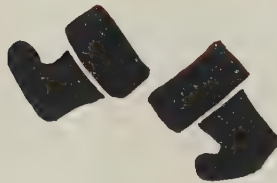
Brian



Big



Boots



By Eleanor Hammond

BRIAN CAME clump, clump, clump down the attic stairs. He had on a pair of boots two sizes larger than his usual shoes.

"Goodness!" Grandmother cried, when Brian clumped into the living room. "Goodness! What are you doing with those big boots?"

"Cousin Bob told me I could have them if I could find them in the attic," Brian said. "He said I could have them if I could fill them."

"Yes, they used to belong to Cousin Bob," Grandmother said, "But I don't think you can fill them yet. They are big-boy boots, not little-boy boots."

"I put some old newspaper in the toes," Brian said. "They feel all right."

He clumped around the living room.

"I have the biggest boots in town,

I thump, thump, thump when I put them down," Brian sang.

"Could you go to the grocery store and bring us some bread for

lunch?" Grandmother asked him.

"Do I have to?" Brian began. Then he changed his mind in a hurry. "Yes, Grandmother," he said. "I'll go."

He had remembered just in time. The fine big boots were his only if he could fill them! "I guess filling Cousin Bob's boots means doing things as well as Cousin Bob does them," Brian told himself. Cousin Bob was always kind and obliging when Grandmother asked him to do things.

Brian clumped down the steps and away to the grocery.

WELL, BRIAN, it looks as if you had some boots," Mr. Bags, the grocery man said, peering over the counter at Brian's feet.

"Yes, sir," Brian said. "Some extra-big, extra-fine boots—and I can fill them!"

Brian looked hard at the penny candies in the glass case as Mr. Bags handed him the three cents change. He might buy a licorice whip and a caramel and a candy banana with three pennies.

Brian looked at his boots. "Grandmother didn't say I might spend her change," he thought.

So he walked out of the store and back toward Grandmother's house with the pennies in his pocket.

Tommy, who lived next door to Grandmother, was sailing a toy boat in a mud puddle when Brian came to the corner. Tommy was Brian's friend and they always played together when Brian spent the day with Grandmother.

"Hey, Brian, come sail boats with me," Tommy called.

Brian started toward the mud puddle. "Look at my big boots! I can wade right through a mud puddle in them," Brian said.

Then he looked at the boots. "Mmm—well—" Brian said. "I guess I'd better not get my boots muddy. Grandmother wouldn't like mud on her rugs."

"Well, look while I sail my boat then," Tommy said.

"Mmm—well—" Brian said. "I'm on an errand for Grandmother. She needs this bread for lunch. I guess I ought to take her the bread before I stop to play."

And Brian went on, clump, clump, clump in his handsome big boots. He could go quite fast even if they were two sizes larger than his usual shoes.

HE CAUGHT UP with an old lady who was carrying an armful of packages. Her arms were so full that she dropped one of the bundles just as Brian reached her.

Brian picked it up politely. "Maybe I can carry some of your packages for you," Brian said.

"Why, bless you, that would be wonderful," the old lady told him. "It's just to the next house, but if you'll bring some of the things up to the door for me, it will be a fine help."

That would take only a minute. Brian took half the packages and clumped quickly up to the old lady's door. Then he clumped on toward Grandmother's house.

(Continued on page 27.)

PLANTING TULIPS

CAN BE

Fun



By Doris Clore Demaree

ONE SATURDAY morning the twins could not think of one thing they wanted to do. They didn't want to play house. They didn't want to play store. They didn't want to play Indians.

Just then Mother began to sing. "I need two helpers! I need two helpers! I need two helpers this Saturday morning!"

"What is it, Mother?" cried Jane.

"Is it lots of work?" asked John. John didn't like to work.

"It is work," said Mother, answering John's question first. "It is work that is fun. It is time to plant the tulip bulbs. The beds are ready but I need someone to plant the bulbs for me."

"I would like that," cried Jane, and she hurried to get her sweater.

"But what can I do?" begged John.

"I need someone to spread the peat moss over the beds and around the shrubbery," continued Mother.

"That will be fun," exclaimed John, and ran for his sweater and cap.

"Here are the bulbs, Jane," Mother began. "Lay them on the

ground like this," and she showed her just how far apart to place them. Then with a special trowel Mother dug the holes. She put a bulb in the bottom of each hole and carefully covered it with soil.

"Now it is time for you to begin to work, John," Mother said. "Spread the peat from this sack over the ground where the bulbs are planted. Do not spread the peat moss too thickly." She showed him just how thick to make it.

It was fun working together. "If Daddy were here we would find something for him to do, too," laughed Jane. "Then the whole family would be working together. 'Daddy did help us,' explained Mother. "This morning while you were still in bed he dug the ground for the tulip beds."

"Next spring when the tulips bloom," continued John quickly, "we can remember that it took all of us working together to have the pretty flowers."

Jane liked to make her own songs. She began to sing,

*"I'm a pretty tulip
I'm a pretty yellow tulip
Because*

*Daddy Smith dug the ground,
Jane Smith scattered the bulbs,
Mother Smith planted the
bulbs,
A-a-a-and
John Smith covered the ground
to keep it warm.
I'm a pretty yellow tulip
Because
The Smiths all helped
to make
me
grow!"*

Just then the work was finished. Mother brushed the dirt from her hands. Jane brushed the dirt from her hands. John brushed the dirt from his hands.

"I'm sure hungry," said John.

"There is a cookie and a glass of milk waiting in the kitchen for two good helpers," laughed Mother. And they hurried into the house to get them.

Brian Big Boots

(From page 26.)

"How nice and quick you were," Grandmother smiled. "I was afraid those big boots might get in your way."

"Oh no," Brian told her. "They are very well-behaved boots. They went straight to the store and straight back and not through any mud puddles. They didn't stop to play nor go out of their way—except just to help an old lady with her packages for a minutes." He handed Grandmother her change.

"Goodness!" Grandmother said. "They are well-behaved boots then. I think you may take them home with you and keep them."

So Brian clumped proudly home in his big boots at dinner time.

"Clump, clump, clump, wherever I go

I can fill my big-boy boots, I know!" he sang happily.

And he went straight home without wading through any mud puddles or stopping to play on the way.

Cousin Tom

Goes to a

Nutting Party



IT WAS a cool day. Not so cool, though, that Cousin Tom, the old bachelor cat, had to dance up and down to keep warm while he dressed. But he did have a little fire in his fireplace and it felt good.

Best of all, it was Saturday, and all the little animal children had a holiday from school. Maybe that is why seven of them were standing outside Cousin Tom's house early this morning shouting, "Cousin Tom! Cousin Tom!"

"Oh my, oh my," said the bachelor fellow. "I wonder what is wrong? Oh, I wonder if the Harum-Scarum is chasing someone?"

So Cousin Tom rushed to the door and opened it a crack and looked. And there he saw his little friends, Flippy Squirrel, Dick Angora Cat, the Bear Brothers, and all the rest.

"Is it a birthday surprise?" asked Cousin Tom.

"Oh Cousin Tom, you know better than that! Your birthday comes just before Christmas!" said Bing Bear.

"So it does," answered Tom, "and that is why I seldom get any presents. But if it isn't a birthday surprise, what is it?"

"We came to ask you to go on a nutting party with us," explained Bong Bear, "and can you go right away?"

"Well, let's see. I shall have to find my nutting bag, and my gloves, and my stick to knock off the outsiders, and I'll need a lunch."

"We have plenty of lunch for you," said his little friends.

"In that case," answered the old cat gentleman, "I shall be with you before you can say, 'Bony, Bony, Bony, Napoleony.'"

And he was, too. I mean he was with them in a hurry, not that he was bony. Maybe Napoleony was bony but not Cousin Tom. Cousin Tom was as plump as plump could be, because Mrs. Poodle, his cook and housekeeper fed him very well indeed.

Anyway, all the animal friends were soon on their way to pick some black walnuts.

First they had to go across the meadow, then across part of the big woods, then along Running Brook to the second bend. There were five big walnut trees loaded with nuts.

SOME OF THE nuts were on the ground and the smaller people began to gather them in a big pile. Flippy Squirrel and Cousin Tom climbed a tree to knock the nuts down while the other children were ready to catch them in their bags.

"Here is the Grandfather Nut of the whole tree," shouted Flippy, and he took his little paw and slapped the nut so hard that it sailed out into the air and came down—ker plunk—on Libby Lamb's head.

"Ouch! Ouch! Ouch! Ouch!" yelled Libby Lamb. And she began to run around in circles, around and around the tree until she was dizzy. Everybody was sorry that her head hurt, but they

Flippy Squirrel disappears and Cousin Tom makes a funny mistake.

had to laugh to see her running around. So it happened that Libby sat down because she was dizzy, and the others sat down because they were weak from laughing. But I forgot to tell you about Flippy Squirrel.

Poor Flippy banged the nut so hard with his paw that he lost his balance and fell out of the tree—kersmack—into Dick's bag. Now everyone was watching Libby Lamb and did not see Flippy fall into the bag. My it, was dark in that bag! Flippy began to jump and twist and roll something terrible!

The bag rolled over Dick's foot and he jumped up and hollered, "Look, the nuts are alive! The nuts are alive! The nuts in my bag are running around." And Dick climbed the tree.

"Come on, Flippy," said Cousin Tom, "let's see what we have knocked into Dick's bag." Flippy did not answer.

"Flippy!" shouted the bachelor fellow, "where are you?" and he looked on all the branches. No Flippy.

"Has anyone seen Flippy?" asked Cousin Tom.

"Now where is that squirrel boy?" asked Libby, "I want to scold him for knocking that nut down on my head."

"I think I know where he is," said Cousin Tom.

The old cat came down the tree, and tiptoed up to Dick's bag. Suddenly he pounced, and pulled the sack open. Sure enough, out tumbled Flippy. His tail was all mussed, and his hair was rubbed the wrong way. He blinked in the bright light after coming out of the dark bag.

"Served you right, Flippy Squirrel," said Libby, "I think I won't scold you after all—you have been scared enough."

THEN COUSIN TOM said he thought there were enough nuts to fill all their bags, and he told the animal children to put them all in one big pile. Then they all sat around the pile with their sticks to knock the outsides off.

"Be sure to put on your gloves," said Cousin Tom; "if you don't, your hands will be so stained that you will be as brown as brown can be, and you will not be able to wash the color off for many weeks."

Carefully the animal children put on their gloves, and then knocked the outsides from the nuts.

When the outsides were all knocked off, Cousin Tom and Bing and Bong Bear made eight

little piles of nuts, one pile for each person, and they all filled their bags. The animal children took off their gloves and put them in the top of the bags.

"Now for lunch!" said Dick. "I am so hungry! I have a surprise for you, Cousin Tom!"

And what do you suppose the surprise was? Why the biggest, most delicious salmon cake any cat ever saw. Dick's mother, Mrs. Amy Angora Cat, was a wonderful cook.

My, how those people did eat! Gathering nuts had made them hungry. And it was such a fine day!

"Cousin Tom," said Libby in a quiet voice, "Cousin Tom, I do not like to say this, but you have forgotten to take off one of your gloves."

Cousin Tom looked at his hands. "Why so I have," he laughed. And the bachelor cat pulled at his paw. The glove would not come off. Flippy Squirrel peeked into Cousin Tom's bag, and there were both of his gloves! Flippy laughed and laughed.

"What is so funny?" asked everyone.

"Cousin Tom forgot to put on one of his gloves. He can't take his paw off. Oh look at his brown hand!"

Poor Cousin Tom! He had told the children to be so careful to put their gloves on, and then he had forgotten to put on his own!

And one paw was so brown that he tried to hide it behind him.

"What will Mrs. Poddle say?" asked the Lamb girl. "If you get brown on her towels she won't like that."

"You are right, Libby," answered Cousin Tom, "let's all think about this while we eat."

After lunch Cousin Tom asked if any of them had ideas.

No one seemed to know what to do except that the bachelor cousin might wear gloves until the stain was gone. But Cousin Tom said the stain would not wear off if he kept a glove on.

Then Cousin Tom had an idea of his own. Yes indeed, he had a fine idea, and it is just the thing you have been thinking. Maybe he heard you think it.

"I know what I shall do," said Cousin Tom, "I will bandage my paw with a nice white bandage. Mrs. Poodle will not be surprised because she says I cannot go across the street without hurting myself. And when she goes home at night I will take the bandage off and leave it off until she comes in the morning. And I will scrub and scrub until the stain is all gone—then my hand will be well."

"You be careful about the towels," cautioned Libby Lamb.

"Oh yes," answered Cousin Tom. And he was, too, and not a spot did he ever get on anything at all.

Your Youngster's Moral Burden

(Continued from page 8.)

Need I mention the church? Tie your family to the church with the bonds of interest and love. Make it possible for your youngster to be happily active in all its phases of organization. Encourage him with your happy interest, and your presence at every opportunity. Open your home to church groups.

There is no place where you or your boy or girl can be completely immune from moral decisions. But you can help your child or young person find his way into places where the terrific pressure toward temptations and bad decisions is not present, and where, through the comradeship of those who share his convictions, he may find joy and strength in his Christian ideals.

Perhaps the most important thing remains yet to be said. Above all things be sure you have in your own character the spiritual stamina it takes to be as courageous in your convictions as your youngster is in his. To our eternal shame, many of us are teaching our children the high ideals which we hope they will be able to live up to in another generation, but in which we have failed miserably, largely through our own timidity of conscience. This is not only hypocritical, it is unfair! If there are any hard truths which we hold dear in our children's lives—and there should be many if they are to be a happy Christian generation—let us be ready to take our own considerable risks on behalf of those truths. Thus we establish an invulnerable comradeship, which makes Christian thinking and Christian living a challenge and a joy to our children.

So You Don't Have *Children?*

By John Y. Elliott

NEARLY 4,000,000 other couples in America do not have children either! Approximately one out of every six marriages are childless after 10 years. Careers have hindered some people, small incomes or unsettled conditions have limited others, but more than a third of childless couples just aren't "heir-conditioned." Very few of them actually realize the amount of time and effort consumed by even one child!

A mother is often amazed when the second child arrives for she thought that the first one took all of her time. There is no evading the fact that children "tie you down" and take almost all of your time. They also require cooperation from the entire family. I doubt if anyone in the Z family needs to worry about becoming self-centered. Recently we found the entire family with all seven children—ages ranging from 3 to 17—enjoying an evening together in their home.

"I don't see how you keep them all clothed, least of all neat as they always are!" exclaimed my wife.

"It takes all of us doing our share," Mr. Z said quietly but positively.

"And the five oldest ones play musical instruments and had time to be in the church Christmas play besides," added Mrs. Z.

And how many of us think we don't have enough time to do the things we want to! As we were leaving, my wife invited the Z's to all come over to the parsonage.

"You wouldn't want that," the father smiled, "we have to go visiting in shifts!"

Although children do deprive parents of the luxuries of entertaining and visiting, of dining out, and going to the theater, seldom do childless couples realize how much time and energy they are privileged to expend on themselves. How easily time and energy can be wasted or spent foolishly.

BEFORE GLADYS and Joe W. were married three years ago, each of them was active in youth fellowship programs and many community projects. Gladys continued to work so that they could buy an attractive little home. Then they got a new car and a television set. Rarely do they now have time to get to any church service. Joe's school pals seldom see him any more and the young adult group got a cool welcome when they held their monthly meeting at the W's a year ago. "You'd think her furniture was all priceless antiques," one of the fellows said later on, "the way she protects it!"

Florence and Ed C. moved to Washington when Ed came back from service. At first they thought they would take a rest from all of the small town activities in which they were engaged back home. They didn't take the time to find a church home or even be neighborly with those in the apartments around them. Now they are not only becoming bitter about life in general but they are aware of being weary all the time. Florence doesn't even seem to have enough time or energy to keep their small apartment straight.

IT IS EASY to slip into a life of self-centeredness. Not only does the childless couple have need of time-consuming interests, but there are great opportunities open to them. The most obvious way to use our energies wisely is to have interest in other children. It does not mean that we all become doting aunts and uncles. But it will help you and your nephew to have him spend a week with you. Perhaps the children next door have never been to the zoo and their parents would be more than willing for you to take them on an excursion.

Doris T. never got very much interested in children knowing that she and Bill could not have any of their own. Then the young couple around the corner from them asked Doris to help her out when she came from the hospital with her first baby. Doris enjoyed it so much that her enthusiasm bubbled over

into Bill's thinking and they decided to adopt one of their own. And they were surprised how simply the agency negotiated the arrangements. Bill was as proud a papa as ever passed out cigars at the factory when their baby arrived from the foundling home.

If you want some contact with children, help out in the Beginners or Nursery Department of the church school. One of our most popular teachers at vacation school last year was Mary J. who, although married seven years without any children, never lost her interest in them.

THE SECOND preventative you might apply in warding off self-centeredness could be the development of your hobbies. Be sure, however, to ride the hobbies you can share with other couples. If you are a stamp collector, join a philatelist club or round up another couple or so and spend the evening working on your files. Put on an exhibit. Find a correspondent in a foreign country who would be overjoyed to trade the latest commemorative stamps.

Johnnie K's hobby was photography. Naturally he thought his wife was the best model he could find anywhere. And that is good! He had little trouble in persuading her that that was true. She had no interest in photography before, but together they were able to make a real hobby out of it. She learned how to mix developer and judge the grain of a picture and all the rest! Johnnie was wise enough to know that they must share their hobby with others. So they rounded up all the photographers in the church and formed a club. They enjoyed their hobby together and, in addition, with others!

Dr. John Oliver Nelson wrote in *Kirkridge Con-tour*, "Our churches have an abundance of organiza-tions and machinery; we need more men to use them!" Indeed, the church affords young adults—as well as all people—unlimited opportunities for the development of their talents and personalities. For the Johnnie K's it was a point of contact, and for thousands of other young couples it is the gate-way to spiritual health and religious living. There fellow Chris-tians encourage them along, lend-ing the aid they need and pointing to more abundant life.

Churches with active Young Adult groups make the greatest solid gains. Usually young couples are the most sincerely dynamic members of the church. Frank and Anne M. never participated much in church or community work before they were married. Living on the edge of town they seldom were able to enjoy the fel-lowship that some of the other young people did. The Young

Adult Fellowship asked if they might meet at their small home which they had built on the edge of Frank's father's farm. Neither Frank nor Anne had been active in the Young Adults' before and they frankly told each other that the meeting was not anticipated eagerly!

"Was I surprised!" Frank told the pastor later. "We didn't realize how we needed to be in a live group like that. Together we have found that our becoming interested in doing things for other people and with other people has deepened our love for each other." Frank has been baptized and Anne has re-dedicated her life to Christ. Almost everyone speaks of Frank and Anne as the happiest couple in the church.

Last October's young adult monthly get-together didn't work out as was planned. Illness prevented the speaker from coming to talk about Christian statesmanship. In addition—for some unknown rea-son—only five couples arrived and all of them were childless. In apologizing for the speaker's failure to be there, the president of the group announced, "Well, I guess this will have to be one of our social evenings—does anyone have a suggestion?"

His words trailed off into three or four separate conversations. The next half hour was devoted to individual problems, world conflict, local news, and finally child psychology. "Aren't we a fine bunch," the president interrupted, "to be talking about how to raise children. Not a one of us even has a prospect of a child!" That was the spark for a lengthy dis-cussion!

After individual couples told whether they really wanted children or not, they wandered off into a dis-cussion of the real importance—if any—of a couple having children. The pastor, who had slipped in



—H. Armstrong Roberts.

The childless couple often begins to feel the need for sharing group experiences—what answer can they find?

the back door, in the midst of the discussion, chimed in, "Let's really think about this! I'll be stenographer and write down your conclusions."

It was nearly midnight when the hostess exclaimed, "Oh my, I almost forgot the cake and coffee! Look at the time!"

"It has been worth it," said the president. "This is the best meeting I ever—didn't plan!"

Here are the conclusions they reached:

1. Every couple should seriously consider having a family one way or another, for those with children are apparently the happiest and the best adjusted.

2. Those who do not have children must realize that they have a great deal of time and energy to expend or waste.

3. Those who do not have children are in danger of becoming so interested in themselves that they live limited lives and shut the door to innumerable opportunities.

4. To compensate for this lack, couples should have at least one activity with children such as teaching Sunday school, leading a Scout troop, baby sitting, or the like.

5. Each couple should have a hobby that they can pursue together and with other people.

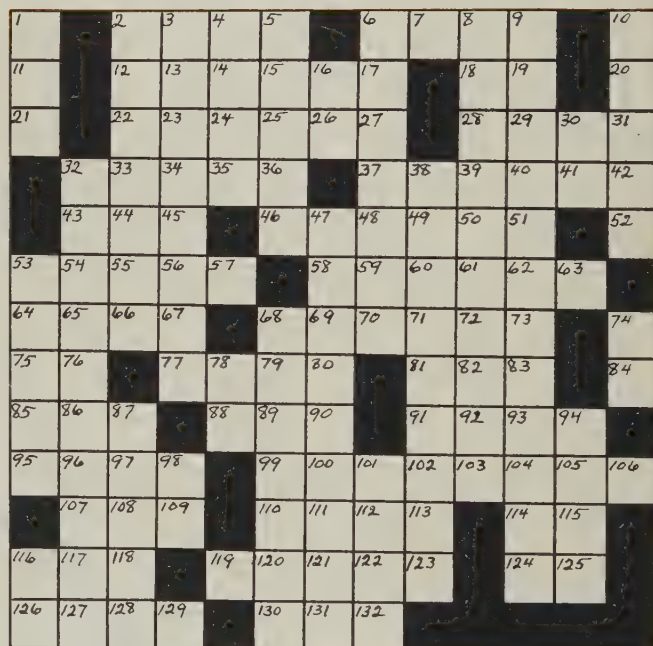
6. The activities of the church afford ample opportunity for protection against self-centeredness. Young adult groups can perform countless jobs the pastor is seeking done, and find a gospel of the abundant life through faith and service.

Biblegram

By Hilda E. Allen

Directions for solving: Guess the words defined below and write them over their numbered dashes. Then transfer each letter to the correspondingly numbered square in the pattern. The black squares indicate word endings.

Reading from left to right, the filled pattern will contain a selected quotation from the Bible.



(See page 43 for solution)

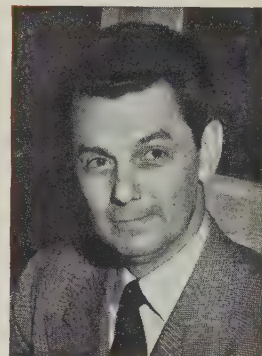
- A. A tender of sheep----- 11 23 62 91 87 21 73 5
- B. Place where cargo is stowed in ships ----- 127 111 132 113
- C. Not curved or crooked 25 36 58 7 10 2 40 14
- D. Grassy, open space in a forest ----- 101 131 59 90 128
- E. A male ruler or sovereign ----- 121 69 75 77
- F. Pressed, as clothing -- 114 123 100 89 83 45
- G. To instruct, drill, or educate ----- 99 106 130 85 50
- H. A vegetable, used in the manufacture of sugar ----- 20 72 34 64
- I. A tooth, or spike, as of a fork ----- 126 49 67 118
- J. Beginner ----- 42 81 1 12 28 96 37
- K. Low spirits, dejection 51 79 47 19 8
- L. A map, or a graph -- 86 108 120 112 103
- M. A small, poor house -- 29 3 54 26 110
- N. Company traveling together in the desert -- 22 13 33 30 71 35 6
- O. A slight mention, or suggestion ----- 117 38 44 116
- P. Hair ornaments once used by American Indians ----- 52 9 43 18 15 97 17 68

- Q. God's dwelling place -- 61 16 53 48 41 31
- R. Large animal of the deer family ----- 129 78 55 115 105
- S. Frightened ----- 66 70 74 57 95 102 76
- T. One's own dwelling place ----- 104 124 119 109
- U. A stupid fellow ----- 80 92 46 107
- V. Bravery, fearlessness -- 39 4 56 63 88 32 122
- W. Foam, or spume ----- 125 94 93 60 82
- X. A well known star, also known as the Pole Star 27 24 84 98 65

What the Churches Are Doing in Family Life

By

Joseph John
Hanson



ONE OF THE newest emphases in programs of Christian teaching is to have a husband and wife serve as co-teachers of a class for children or for youth. Thus, the idea of partnership is extended beyond the home to the church. Many married couples are discovering a new understanding of Christian service through their weekly witness in classes for children, youth, and young adults.

A recent leaflet entitled *Let Couples Work Together* presents a convincing picture of the value of having couples work and serve together in the teaching ministry of the church. This leaflet, based upon twenty years of experience by Edna Jones Landers and her husband, Phillip, enumerates some of the advantages to the church school of having couples as co-teachers, namely:

1. "It provides a natural situation for mixed class groups and leads to better social intermingling of boys and girls. It also avoids some of the behavior problems that often develop in a class of all boys or all girls.

2. "When the boys and girls see a couple working together, sharing their experiences and really enjoying playing and working with each other as well as with the members of the group, they get a deeper Christian attitude toward home and family life.

3. "It provides better continuity for a unit of work in the group. If the husband or wife is ill or has to be away from home, or a member of the family is ill, the other can take the class and go right on without any loss of continuity in plan or procedure. At home there is ample opportunity to learn of the progress made and to know just where to begin the following week, for no substitute has to come in and 'just keep the class busy' at a last minute's notice.

4. "It is easier for the members of the group to get in touch with one of the leaders by telephone or personal call, since both husband and wife 'know the answers.'

5. "It provides a double chance for each pupil to enjoy his personal contacts with his teacher or leader, for some are more naturally drawn to a man and some to a woman.

6. "Pupils begin to get an appreciation of the place of the church in daily life when they see the thought and time given to it by their leaders."

Mrs. Landers also cites several benefits that come to the couples themselves, namely:

1. "*Husband and wife are drawn together mentally* in their interests by studying the lesson material together. One couple had the most radiant expression on their faces when they said, 'Why, we are so thrilled about teaching this course together! We have found that what we really believed is accepted teaching today, and all the while we had felt we were heretical in our thinking.'

2. "*Husband and wife are drawn together in their skills and their abilities.* One may be a far better talker or storyteller, while the other may enjoy research or excel in handicraft or the ability to lead a discussion. One may have more time to look up materials at the library or to meet class members at church for a committee meeting to plan a worship service, some special assignment, or a party for the group.

3. "*Husband and wife are drawn together in their interest in others,* since they are both concerned with the same group of children or young people. In the evening, after they have tucked their own children into bed, they can talk about Johnny, of their class, who has been causing them some worry. They may come to realize that what Johnny needs is a 'family,' people who will really care for him, and that they can give him the sense of security he needs.

4. "*Husband and wife are drawn together socially* because they plan to have the group in for a party at the house or go out on a hike with them together.

(Continued on page 47.)

Dedicating

By S. W. Hutton

IN THE SPRING a young man's fancy. . . .” You know the rest of the quotation. And, you know that a young woman's fancy turns in the same direction. If all goes well this fancy deepens into the stream of lasting comradeship and at the marriage altar two personalities, two life forces are joined in a new relationship. It is quite natural that hopes should be high, that longings for happiness should be supreme. When the groom carries the bride over the threshold of the new home a thrill of joy runs through the heart of both the bride and the groom.

When these two young people realize that they are to become parents a noble feeling of awe, of wonder, of responsibility comes over them and they realize that they are partners with the Father above in the ongoing of the race. The arrival of the first child is an experience never to be forgotten. A new life has entered the home, a new, priceless personality. There are long days, weeks, months, years of nurture and tender care ahead. The first tooth, the first word, the first step, the first day at school are more important special days in the home than the day the President of the United States is inaugurated.

Then the first beau, the first girl friend, growth into young womanhood and young manhood when the days of adolescence are waning brings new experiences so important in home life. Acceptance of Christ, baptism, positions of leadership . . . the story is never-ending, employment, spending, saving, giving, making decisions. What a wonderful thing in life is the home “God's first and holiest school,” and wholesome companionship with those we dearly love. Anyone who is born into a Chris-

tian home and is privileged to grow up in the atmosphere of love, understanding, and security is highly favored indeed.

THERE ARE many struggles through which the home must pass. First of all, the economic struggle—making a living, getting ahead, being happily employed, having a comfortable place to live. Then the home must face the social struggle—getting acquainted with neighbors, feeling at home in the neighborhood, moving out into social circles. The religious struggle is quite real—choosing a church and getting well adjusted in the church of your choice, working out problems of divided family loyalties where these relate to religion.

Educational struggles are very real—choosing companions with approximately the same level of culture, educating the children through cooperation with the public school, going away to college. All of this adds up in the list of struggles the home must face. Some homes are obliged to face eccentricities, difference in temperament. Even if quadruplets or quints arrive no two of them are alike. Then the tragedies of strikes, misunderstandings, war and all the other struggles that hammer away on the foundations of the home. It takes stamina, forbearance, constant adjustment, the exercise of thought and endless patience to make a home.

Eddie Guest says in one of his home-spun poems, “It takes a heap o' livin' in a house to make it a home.” It's quite a job to build the house itself. I have watched with much interest the building of a home in our neighborhood. Little by little the

foundation was laid according to a plan that had been well wrought out. The walls were raised, the roof fitted into the pattern, the windows finished, the doors hung, the painting done on the outside and the interior decorating completed.

My, what a beautiful place to live, I said to myself, and, how fine it would be to dedicate that home with an appropriate, simple, meaningful religious service. And, I don't mean a sad, solemn, “handkerchief-soaking,” funeral-like service either. This is a time for rejoicing, for beauty, for the simple lovely touches that enrich living. The home-building task requires provision for physical, mental, social and spiritual well-being. It offers something in which every member of the household will share, so why not grow a service of dedication for the new home in the soil of these experiences.

A home calls for love, children, comradeship, beauty, room, comfort, convenience, idealism, music, consideration. Give the home you have just moved into, or the home you have just finished paying for a new meaning in your family life by having your minister lead in a simple, suitable service of dedication with all members of the family and a few close friends present to share the experience.

The first home dedication I ever heard about was when H. Augustine Smith, then teaching in Boston University, built and dedicated a home for his family of four, his queenly wife, two children and himself. That was about twenty-five years ago. Friends present on that occasion were deeply impressed with the idea and spread the good news until today the custom is spreading rapidly throughout the country. Many craftsmen will have built and furnished the home in which

Our Home

you live, the carpenter works with wood, the mason with stone and brick, the artist with brush and canvas, the glass manufacturer in sand, the painter with brush and pigments, but the greatest craftsmen of all are those who build the spiritual experiences that go into the building of a home. So why not plan for a suitable dedication that appreciation, good will, harmony, understanding and love may be the dominating elements in the atmosphere of home life? Those who have dedicated their homes will never forget the soul-stirring experience.

FOR MANY years Mother's Day has been observed in honor of mother, although these mothers of ours shrink from the publicity often given them. They do appreciate being loved and remembered. This is human. The emphasis has shifted in recent years to the "Festival of the Christian Home" or "Christian Family Week" with emphasis upon family life, and rightly so. Our mothers like this emphasis better, for they are unselfish and primarily interested in their families. The family unit of society is God's plan. While godlessness and selfishness are pulling hard to break up the American home, the Christian education forces are seeking to train parents in home religion, endeavoring to unit the tenderness of motherhood with the strength of fatherhood into a mould of homelife that will withstand the ravages of today and turn out into society strongly fortified personalities able to withstand the fiery darts of a modern world. Home dedications

(Continued on page 45.)



This is a time for rejoicing, for beauty, for the simple lovely touches that enrich living.



You will want your family and friends to share this experience with you

Family Fellowship

With Paul

By **Harold Humbert**

PERSONS whom one admires inspire one to employ their best traits in his own personality. People become like whatever they contemplate and admire.

The Bible is replete with persons who are sources of fine personality traits. Whenever a group that is familiar with the Scriptures is asked, "Who are your favorite biblical characters?" the replies always include the name of Paul. His interpretations of Christian faith and life, the dramatic contrasts of his experience, the creative quality of his writing, and the scope of his accomplishments have an intriguing way of attracting study and restudy.

Every family will discover in the career and the letters of the great apostle a means of Christian growth. For parents and children to have fellowship with Paul through knowledge of him, is a way of wisdom. That comradeship may begin with the puzzle of why, when so many men have been forgotten, Paul continues to attract attention.

One reason is that everyone admires a person who can accomplish things. Paul was a master of the art of getting results. His native city near the shore of the Mediterranean Sea, Tarsus, ranked with Alexandria in Egypt and Athens in Greece as one of the three greatest educational centers of the first century after Christ. When Paul had absorbed the best of Greek and Roman culture that his home town had to offer, he went to Jerusalem to study with a brilliant Hebrew rabbi, Gamaliel. He could converse, write, and deliver speeches which impelled listeners to come alive mentally and spiritually. Paul, however, was not just a brain worker. His skill of hand accompanied his skill of mind.

Like all well-reared Jewish boys he had been taught a trade by which, at a moment's notice, he could turn to manual ways of earning a livelihood. His early profession was tent making, which also involved designing and constructing sails for the ships which plied Mediterranean waters. His deft fingers kept providing money for his personal needs and his comrades' necessities.

Paul's ability as a leader of men matched his skill as a brain worker and a craftsman. In the presence of a Roman governor or of a runaway slave, he knew exactly what to do. He could quell a mob or inspire a congregation, plan a campaign or quiet a sobbing friend, sing with a fellow prisoner or convert a jailer, be at home with a Roman soldier or be the welcome guest of a woman-merchant, take his place among the passengers on a ship or give the commander of that vessel wise counsel.

Another reason for Paul's popularity is his ability to overcome handicap. Since everybody has some handicap or other, the life of an overcomer is an inspiration. Paul had an unprepossessing appearance, a physical limitation that made him suffer acutely (perhaps near-blindness), and the difficulties which confront the advocate of a new, unpopular cause. He stood up to pain and persecution, and kept a radiant faith. Over and over he prayed that

God would remove his handicaps. Instead of removal he received power to endure and to be the encourager of all who need help in hours of trouble. "If Paul could be triumphant, so can I," people keep saying, remembering the Lord's message to the apostle, "My grace is sufficient for you, for Christ can transform human weakness into strength."

A third reason for the fascination which Paul holds, particularly for youth, is the drama of his life. As a young man, he had the faith of a fanatical Pharisee, which caused him to conspire with the men who tried to blot out Christianity, and then to march in the forefront of persecutors. Each time he looked into the glowing faces of Christians, he knew in the depths of his soul that these followers of the Way had something which he desired and did not have. Because he would not yet admit the truth, he drove himself to greater violence against the followers of Jesus until, one day, on the road to Damascus he met the Master face to face. When he heard the call of Christ, he was man enough to ask, "What do you want me to do?" and to respond wholeheartedly to the divine call.

Paul became a veritable gladiator against evil and a crusader for the conquest of the world for Christ. In his campaign to make the world Christian, he revealed superb strategy. From the east to the west he moved, asking God to guide him in selecting the key cities from which, if churches were planted there, the gospel would radiate through vast areas.

A family can study a map of the Mediterranean world and see how in the region to the northwest of Tarsus, beyond the mountains, Paul planted his first Asian churches. Then he went over the sea to Macedonia, southward to the shipping community of Grecian Corinth, and later across the waters again to Ephesus, the pilgrim center and the capital of the province of Asia. At long last he went as prisoner to the imperial city of Rome. He may have made a journey to Spain "the farthest bounds of the West."

As a phrase maker Paul has had few equals. His words live and throb with reality. A family project which is deeply rewarding is to study together one of the letters of Paul, such as Galatians. Each of its six chapters has a classic epigram, which the family may memorize and often repeat together:

1:15, 16 "God . . . called me through his grace, . . . to reveal his Son to me."

2:20 "It is no longer I who live, but Christ who lives in me."

3:28 "There is neither Jew nor Greek, there is neither slave nor free, there is neither male nor female; for you are all one in Christ Jesus."

4:6 "God has sent the Spirit of his Son into our hearts, crying, 'abba! Father!'"

5:22 "The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control."

6:2 "Bear one another's burdens, and so fulfil the law of Christ."



Modern biographical studies of Paul by Basil Matthews, Edgar J. Goodspeed, Benjamin W. Robinson and H. V. Morton are profitable for family reading. The Morton book, *In The Steps of St. Paul*, particularly is enjoyable, because the author has traveled to every place which the Bible mentions as being visited by the apostle, in as far as the locations are discoverable today. He has interwoven picturesque contemporary conditions with vivid reconstruction of Paul's experiences in each area and city.

To share the best, as Paul did with people of his time, a family can send a CARE package to a needy group in one of the cities to which Paul ministered. Or one can join in financial contributions with others to make possible the education of a promising young man or woman from that part of the world where Paul preached and established churches.

Though most modern artists have come short of depicting the apostle satisfyingly, an interesting family project would be collecting and interpreting pictures of Paul. One of the most effective presentations of this great leader is the statue in front of the Church of St. Paul outside the walls in Rome, which was built over the traditional site of his tomb. The statue stands in the forecourt, surrounded by Corinthian pillars, showing the virile apostle grasping the sword of the spirit in his right hand and looking into the faces of all who approach as if saying, "Take the sword of the spirit, which is the word of God."

To know Paul better is to know and love Christ better.

Whose Job Is It?

(From page 16.)

The remaining six pages are given over to a description of the studies that will be under way in your child's class during October, November and December. The first one is "Friends in Church," and you will discover why this is placed first, and what your child should gain from it. You will learn what are the special emphases for each of the five weeks of the study, together with the Bible material that will be used.

Finally there is a list of suggestions for "Things to Do at Home," for you also are your child's teacher, and the success of this study is in your hands as well as in those of his Sunday school teacher.

For example, who but you could add these important elements to a study on "Friends in Church"?

"Children learn much from conversation they hear. When their elders speak critically of the church, the minister, or other church officers and helpers, the children begin to look for flaws and failings too. Just as truly, when you speak of the church with affection, and when you refer to those who carry on its work with appreciation, the children build up attitudes of appreciation too.

"If possible, entertain some church friend, such as the minister or your child's teacher. Let your child plan and carry out something to do for the comfort and happiness of the guest, such as arranging flowers, making place cards, making a small gift, planning to show a favorite toy."

The November study, "The Lovinkindness of the Lord," and the one for December, "When Jesus Came," are interpreted in similar ways. For November, when the emphasis will be upon God's loving care, you will find such suggestions as these:

"Help your child to see evidences of God's care through nature's preparation for winter. If you live in the country you will find it everywhere, in the harvest of corn and late vegetables, in the thickening coats of fur of the animals, in the flight of the birds, and in countless other signs. Many of these same signs can be observed to a lesser degree in a city back yard or park. Every walk outdoors can be used to enrich your child's understanding of the greatness and power and love of God.

"If your child brings home a table grace, perhaps he can use it at mealtime, at Thanksgiving, and on other days. If he does not bring home a grace from Sunday school, you might like to help him learn the one called 'We Thank Thee, Father,' on page 31 of his book. Or you may encourage him to use the very simple traditional one:

"God is great and God is good,
And we thank him for this food.
Amen.'"

Typical of the many suggestions in connection with the Christmas study are the following:

"Include in your Christmas preparations some joy for someone less fortunate, and let your child contribute a toy or help to prepare this gift. This is one of the best of all ways to honor Jesus on his birthday.

SMALL FRY

Little Junior had permission to bring the kittens into the kitchen, but an awful meowing and whining was heard. "Be careful, Junior," said his father, "don't hurt the kittens."

"I'm not hurting 'em, Daddy," replied Junior. "I'm carryin' 'em real easy by the stems."

"On Christmas Eve save time for family worship before the children go to bed. Candles may be lighted before the nativity scene and other lights turned low. Read the Christmas story, Luke 2:8-20, sing 'Away in a Manger' or other Christmas songs, and offer a brief prayer of thanks for Jesus, who came to tell us of God's love and to show us how to live."

Whose job is it to teach religion to your child? Parents cannot escape their share of the responsibility, nor do they want to when they understand the importance of their role. Consider merely the time element. Your child, like everyone else, has one hundred sixty-eight hours of time each week. If your child is around six or seven years of age, probably

he spends about half of these, or eighty-four hours, in sleep. School systems vary, but probably about twenty-five hours each week belong to his school day. And we must not forget the one precious hour, or in some favored situations, two and a half hours, each week (if attendance is perfect!) given to Sunday school. That leaves from fifty-six to fifty-eight hours under the direct supervision of the home. Is it intelligent or fair for us who are parents to expect the church to assume full responsibility for our children's Christian education in the light of these facts?

Moreover, children learn not so much by listening as by carrying out themselves the ideas they have gained. Again and again we are reminded by educators that we all "learn through doing." Your child's Sunday school teacher tries to provide things to do, actual experiences in Christian living, that will help him or her to grow as a child of God. But again time is short, and so much of a child's real living is done at home. It is only as the parents enter into the partnership of teaching and encouraged their children to put into practice the Christian knowledge and ideas gained in Sunday school that the best results are realized.

Will you study the "Message to Parents" and share in making Christian teaching a vital force in your child's life? If your children are between the kindergarten and junior high years, and you are not receiving the "Message to Parents," will you find out why? Particularly if your child is receiving the new primary graded materials, will you study this first issue of the parents' material, and if you have any suggestions, send them to the editor whose name and address appear at the bottom of the last page?

Long ago Moses laid upon the hearts of parents a command that should be just as binding today:

And these words which I command thee this day, shall be upon thy heart; and thou shalt teach them diligently to thy children, and shall talk of them when thou sittest in thy house, and when thou walkest by the way, and when thou liest down, and when thou risest up.

—Deut. 6:6-7

Family Counselors

Question: My wife has been bed-fast for six years with an incurable disease. For six years we have not lived together as husband and wife. How long should I go on living this way? If she were mentally incurable I could get a divorce. What should be my future role as a Christian? Need I be faithful to her?

Answer: Indeed your plight is a difficult one but it has been endured by thousands of others in similar or in lesser degree. As to how long you will have to live this way, there is no definite answer, due to the uncertainty of life as to how long you should continue this way the answer is clearly, "as long as your wife lives." In your marriage vows you promised to take her for better or for worse. To forsake her in these trying hours would surely be unthinkable. Only a few days ago a woman who has been ill for a long time said to me, "Don't sympathize with me. If my family can stand my illness, I can take it, too." I found my heart rising in respect in the presence of such a noble attitude. The converse of it is just as admirable, is it not? If your wife can stand her suffering as she faces certain death, cannot you?

A mentally incurable and a physically incurable person are scarcely comparable, are they? True, you might dissolve the marriage relationship in the former but that is because the possibility of companionship, of understanding, and of love are no longer present. But disease of the body does not hold one from these spiritual relationships with the one who is nearest to us.

Those who emphasize the physical outlet in the marriage relationship may not understand what I

am saying, but those who know, without minimizing the physical, the spiritual relationship of husband and wife is the most valuable will understand. Long ago Ben Johnson declared:

Love is a spiritual coupling
of two souls,
So much more excellent, as it
least relates
Unto the body.

Think of what your wife has done for you in brighter days. Also remember her consideration for you when you were ill—perhaps not for long, but nonetheless "out of the running." Thus remembering, you may find greater satisfaction in serving her and in being faithful to her.

Also know that you can sublimate the physical. You can do this not only through your loving ministration to your wife but through thoughtful consideration toward others. This will bring considerable satisfaction. Besides, such loyalty will not leave you with a burning conscience which shuts out the possibility of peace of mind. And incidentally, by so living, you will constantly grow into a stronger personality.

L.R.S.

Question: Our son has suddenly developed some very peculiar personality traits. He is sullen, indifferent, and moody. He is very different from the active boy he used to be. A friend tells me I ought to take him to a psychiatrist. Do you think that is necessary?

Answer: I shall have to answer your question in a general way, for you understand I am not qualified to answer in an authoritative way questions on health, either physical or mental. However,

having lived and worked with many boys and girls, perhaps I can show you which way to turn.

If the friend who advised you is a physician who has examined and questioned both you and the boy, I would say "by all means, follow his advice." But if he is merely an interested bystander, I would do several things first.

Take your boy to a competent physician for a thorough check-up. Sometimes the most trivial physical ailment can cause major personality changes. Perhaps the physician will advise a psychiatrist.

Be sure you understand what to expect of a child at his age. (You do not say how old he is.) There are some very excellent books published by the Federal Security Agency, Children's Bureau, Washington, D. C., which can be obtained free of charge: "Infant Care," "Your Child from 1-6," "Your Child from 6-12," "Guiding the Adolescent." Also, publishing houses which issue this magazine publish leadership books for teachers of each age group, which tell the development to expect, and how children of each age think and act.

E. N. J.



Elizabeth
N. Jones



Leslie R.
Smith

Teaching Religion in the Home

(SEE PAGE 17.)

What's It All About?

This guide, based in the article "Teaching Religion in the Home" on page 17 in this issue of *Hearthstone*, is prepared to assist you in its use in your *Hearthstone Fellowship*.

So You're the Leader?

The leader of this discussion is the most important element in the presentation. Interest in the subject is the greatest asset. Cultivate the ability to stimulate discussion. Develop the knack of enthusing others about the subject.

Who'll Read This?

If your *Hearthstone Fellowship* is made up of parents of all age children, to get different points of view select three to report the article: one the parent of pre-school children, one of elementary school children and one of adolescents. Where the *Hearthstone Fellowship* is made up of parents of any one age group, perhaps one report would be sufficient. Allow each reporter a specified number of minutes to give his review.

Urge all parents to scan the article at least, if they are unable to read it carefully. The church can help homes at this point to make *Hearthstone* available to all parents.

That's the Way It Is!

In teaching religion in the home, regardless of the ages of the children, there are certain guiding principles.

1. Parents must have sympathetic understanding
2. Parents must be tolerant of the views of others
3. Parents must recognize that religion is life
4. Parents should start right where the family is

You're Asking Me?

- I. Responsibility of parents
 1. Why is the parents' idea of what religion is important?
 2. What would you consider a worthy goal for the Christian home?
 3. When children are young, does it matter if the parents do not live up to the kind of life they will expect of their children when they are older? Why?

II. Teaching religion in the home

- a. Parents must have sympathetic understanding

1. What does this matter to a young child?
2. What are some of the ways by which parents can show sympathetic understanding to pre-school children?
3. How can parents grow up with their children?
4. How can parents "be their age" and still be pals with their children? Why is it necessary and how is it possible for parents to remember that they were "once young and gay"?

b. Parents must be tolerant

1. What harm does it do a young child when parents laugh and scoff at their ideas on any subject?

By Florence Sly

2. Why are the child's friends' views important to him?
3. What can parents do to present a confident attitude toward life and an assurance that God has a place in their lives?

III. Religion is life

1. Can religion be apart from life?
2. How effective are religious practices that may be observed in the home when they are not normally or naturally an outgrowth of any interest or function in the family?

IV. Start where the family is

1. When should parents start teaching religion in the home? How can they start? What about varying ages of the children?
2. Do you agree with the author's suggestion that many modern parents are not conscious of the opportunities at their disposal to teach religion? How can they become aware of these possibilities?

3. Suggest some other resources in homes by which religion can be taught?

4. Is it possible to work toward a goal for family living if a family tries to teach religion by this informal method? Is there a place for more formal religious training in the home?

How'd You Do It?

The Sunday school lesson in the nursery department centered on God's care. Mother read the story in the leaflet after Jimmy's nap that afternoon. She and Jimmy talked about it. They put out food for the birds and squirrel and watched them feed. During the week this was repeated with conversations and comparisons made to the care father and mother give to Jimmy and to the food birds can find other than that which Jimmy provided. God cares for them, God cares for us.

Sue was having her sixth birthday. Mother asked her to choose the dessert, as was that family's practice. Betty made place cards for the table at dinner and Bobby bought the candles and decorated the table.

John was driving his friend's car. There was an accident with no injuries and no damage to the friend's car but a dented fender on the car parked on the street. John arranged with its owner to pay the repair bill. When he reported this to his mother, she raised an eyebrow and was sorry it had happened. She could have said, "Where'll you get the money to pay? I'll not loan it to you until you can pay it back. Haven't I always said you should not drive other people's cars?" But she didn't. She later assisted John in working out the loan and found many opportunities to remind him of the wisdom of not using other people's cars.

Ask the members of the group to give some of their personal experiences which illustrate some of the principles described in the article. Point out how religion was taught in each instance.

Who Said That?

Many busy parents have a desire to be better informed and prepared

When Children Come Along

plan to have a leader who may:

Lead a Halloween Project. Suggestions for constructive rather than destructive acts will be found in the October 23 and 30 issues for 1949 of *Junior World*. Costumes might also be devised at this meeting.

Conduct a Story Hour. Stories may be told from the primary and junior story papers, or from this magazine.

Direct Games. Games with the Halloween motif may be played. For suggestions see the story papers and back issues of this magazine.

for the job of being parents. They perhaps could make time to do some reading if they knew just where to turn. Many cannot and will not take time or the trouble to discover what materials are available. These suggestions will be helpful. The leader should discover others that are available in the church or public library.

Sly—*Toward a Christian Home*—Bethany Press, 45 cents.

Wiegmann—*Christian Happiness in the Home*—Bethany Press, 50 cents.

Hamilton—*Doorway to a Happy Home*—Bobbs-Merrill, \$2.50.

Rosser—*Your Child Grows Toward God*—Judson Press, 25 cents.

Hayward—*The Home and Christian Living*—Westminster Press, \$1.50.

Grossman—*Twenty-four Pages for Parents*—Play Schools Assn., Inc. *Bethany Church School Guide*.

Hearthstone—June, 1950, p. 43.

The session should end with a clearly stated central thought, or with a brief outline of the material which has been presented.

What Will You Save for Old Age?

(From page 15.)

pininess for her later years. A mind lined with all the scenic wonder from New York to California would surely be as satisfying as a room lined with expensive wallpaper.

A month ago a scholarship fund was established in our local high school in memory of a young boy who lost his life in an airplane crash. Because the boy had been a close friend of her daughter and one whom Mrs. Nash had admired and respected, she gave generously.

"At least six people will profit from that scholarship each year," she said, "so I'm happy to invest part of my money in something that's guaranteed to yield returns to society."

Similarly, she gives generously to her church although almost all her friends are convinced she can't afford it.

"But I can," she argues. "I'm the first to admit my relationship with my church has been the foundation for my whole life. Why, everything I cherish is attached to the way of life my church found me. A fortune itself couldn't buy the riches my religion gives. In rough moments it's always there, and in happiness I find it, too. I want to give to it generously so its gift can reach some one else!"

CURRENTLY she's taking a course in oil painting and the neighbors say "There goes more money." But Mrs. Nash is filling her mind with a wonderful world of landscapes and oils and when she reaches the last quarter of life she won't have the kind of empty mind that makes for empty hours. Instead she will have saved the kind of active interest in life that will give more satisfaction and contentment than any bank account.

Every Sunday her home overflows with her closest friends. Car after car parks in front of the six-room house during the afternoon, and when dusk comes, Mrs. Nash lights the fireplace and puts the coffee pot on.

"How does she afford it?" the neighbors ask.

And Mrs. Nash will answer that her host of friends is one of her greatest savings.

These, then,—friends, warmth, generosity, contentment, satisfaction, love, religion, faith—are the things she's saving through the years, and she's happy. Whatever happens no one can take away or make her sell intangible things like these. If in the twilight portion of her life she must get along on a small amount of money rather than the sizable amount she could have by penny pinching through the years, she will be satisfied. That's why, in the bank of living, she saves intangible things.

Match-it Game

By Verna Grisier McCully

HERE is a game that you can play at home, or when you take a trip or go to visit a friend. It is fun to make, too. You can make a few cards at first. Then you can make more later until you have a large number of them. The older you are, the better it is to have many cards.

To make this game you need colored paper and some cardboard. The cardboard can be any color, though white or a light shade is best. Cut cards four

inches by five inches. You should have twelve of them. You can make twice as many though, or even more, if you wish.

For the colored paper, find heavy wrapping paper or construction paper. Try to find several colors. On a piece of this paper draw a church shape. It must be just a little smaller than a card. On the patterns shown, each square equals one inch. Cut out the paper church. Cut out the windows, too. See figure A.

Now put the cutout church shape on one of your cards. Very carefully draw around it with sharpened crayon or colored pencil. Do not color the inside of the shape. Leave just the outside lines. See figure B. Figure C shows both card and paper. Now cut another paper shape—a bell. Mark around it on another card. You can use a different color of crayon, if you wish. Make another paper shape, such as a fish. Cut this out, too. Mark around it on a third card.

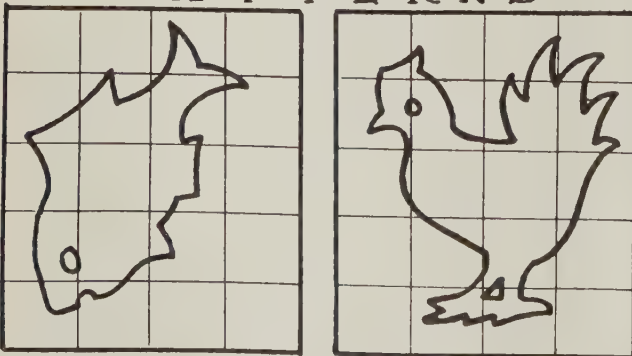
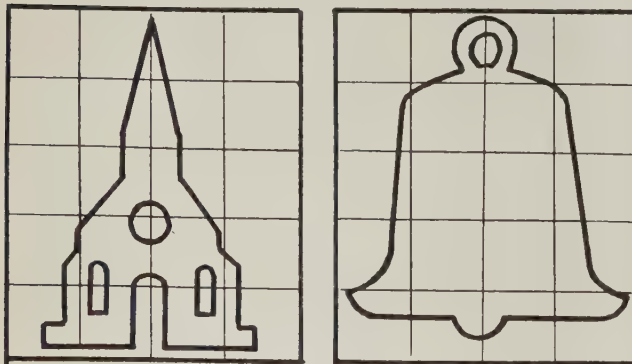
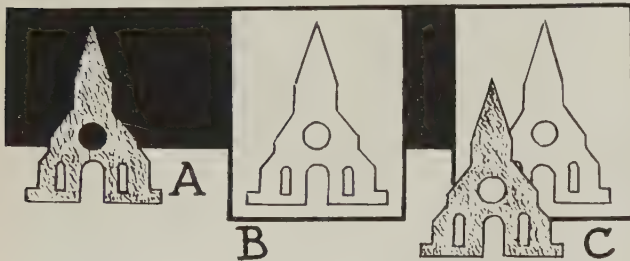
You can draw a rooster shape on paper and cut that out. You can make a flower shape, and a scottie, and a sailor and a lot of other shapes. You might make a house, and a boat, and an airplane. Mark around each shape on a separate card.

If you run out of shapes, you can make a second fish shape thinner than the first. If you make two shapes almost alike, but not quite alike, the game is harder to play. If you are older, you will want it to be a little harder.

When you have at least twelve paper shapes cut out be sure each shape is marked around on a different card. Then you will have the same number of cards as you have paper shapes.

Two or more people can play the game. To play it, put all of the cards face down, so the drawings on them do not show. Near these put all of the paper shapes. At a signal, each player turns over a card and tries to fit the right shape on it. As soon as he or she has done so, the player turns over another card and fits the right shape on that, too. Players keep matching shapes to cards until all the cards are used up. The player with the most shapes rightly fitted, wins the game.

A set of cards and paper shapes for this game makes a fine present for a friend or for children in a home.



VERNA GRISIER MCCULLY



"just for fun!"

New Dresses

from

Old Sweaters

By Mona Wise Cole

DISCARDED, hand-knit sweaters can readily be converted into warm, practical and good-looking dresses for the younger members of the family, thus getting an additional season's wear from otherwise useless garments.

The two-piece dress was made from a Royal Blue sweater using McCall Pattern #6979. The cut-out sections of knit goods were basted onto thin silk, stitched around the entire edge to prevent "runs" and then assembled in the usual way. Collar, cuffs and circular skirt were cut from a short length of light weight wool dress goods and trimmed with silk braid. Pale yellow buttons fastened the bodice with its saucy divided pepulum.

The suspender dress was fashioned from a sweater having a multi-colored, circular yoke which was used as it was for the top of the skirt. The rest was raveled and steamed to straighten and fluff. Stitches were picked up along the wide edge of the circular strip; the pattern stripes of peach, ecru, delft blue and navy were repeated until the desired length was attained. The flare was accomplished without additional stitches, simply by using a slightly larger gauge set of needles every inch or two. The six bottom rows were made in ridges to prevent curling at hemline.

The straps were made by casting on 200 stitches of navy blue, knitting back and forth with all the colors and ending with navy blue. These may be made any desired width. This strip when finished was sewed to narrow grosgrain ribbon, allowing the corded edge to show. This cut in half made the suspenders which were sewed to the skirt and topped with a coral-colored wool button with a black ivory edge. The same buttons were used as trimming on the navy blue



percale blouse as well as coral yarn saddle stitching.

With the two garments fashioned entirely from discarded materials, the only expense was for the pattern, which was used for both gar-

ments, the blouse being cut by making the lower half of the bodice pattern a bit wider and three inches longer.

Making these dresses was fun, with the added pleasure of observing the surprise and delight of the two small girls when they saw their "bwan new dwesses."



Biblegram Solution

"A good name is rather to be chosen than great riches, and loving favour rather than silver and gold. The rich and poor meet together. The LORD is the maker of them all." (Proverbs 22: 1-2)

The Words

- A. Shepherd
- B. Hold
- C. Straight
- D. Glade
- E. King
- F. Ironed
- G. Train
- H. Beet
- I. Tine
- J. Starter
- K. Gloom
- L. Chart
- M. Hovel
- N. Caravan
- O. Hint
- P. Feathers
- Q. Heaven
- R. Moose
- S. Alarmed
- T. Home
- U. Dolt
- V. Courage
- W. Froth
- X. North



Books for the Hearth Side

A mere man, reading and reviewing a book written by a woman for women, might qualify as one of those creatures who "rush in where angels fear to tread." If that be so, then this reviewer gladly acknowledges that he qualifies! **Doorway to a Happy Home**, by Mrs. Clarence H. Hamilton (published by Bobbs-Merrill, New York, Price \$2.50; 234 pages), is worth the risk.

It is significant that the author signs her work with her married name, Mrs. Clarence H. Hamilton. It is symbolic of her belief, stated definitely several times and constantly in the background of her thought, that making a happy home is the greatest vocation on earth for a woman. She also believes that the woman in any marriage carries the major responsibility for achieving a happy home. Nevertheless, she leaves enough room for men and husbands to share in the responsibilities and privileges of this supreme goal of living.

Fathers and mothers, especially young ones, ought to read this book together. It will help them find answers to many problems which arise daily in the home. What makes children act as they do? Why do adolescents become so moody and changeable? How shall we conduct a family worship period? How can I make a little child understand more clearly what God is like? The list goes on and on and so does her practical counsel and advice. Mrs. Hamilton writes out of her own experience as a mother of four and as a counselor and teacher in the field of family life for many years.

Reading books aloud in the family is a never-to-be-forgotten joy. These three books are meant to bring the pleasure that comes from intimate, close association with loved ones who enjoy the same things. **My American Heritage** (Rand McNally Co., 318 pages, \$3.00) is a collection of songs, poems, speeches and writings which belongs in every home. It is rich American in flavor. The introduction says, "It is a kind of feast each of us will season with the salt and pepper of our own experiences." Ralph Henry and Lucile Pannell collected the material.

Something Old, Something New by Dorothy Canfield (William R. Scott, 192 pages, \$2.50) is a book of stories which makes citizenship live. In it the author retells favorite family stories of real people told to her when she was growing up. They make pioneers and the pioneer spirit real and vivid.

For fostering appreciation of American history, a good book for family reading is **Young Nathan** by Marion Marsh Brown (Westminster Press, \$2.50). It is wonderful reading—romance, adventure, conflict, all conveyed in an easy-to-read style. The story carries the reader back to the early days of our history when the Declaration of Independence first became a reality. It is the life story of Nathan Hale, who has gone down in history for his last words, "I only regret that I have but one life to lose for my country."

The Puritan home background from which Nathan Hale came sustained him in the most difficult and trying events of his life. We watch him grow through the four eras of his life—farm boy, student, teacher, and soldier. His hopes and disappointments, his friendships, his devotion to justice and

freedom—all of these reach across the pages to enchant the reader. The book is a challenge for further reading in this period of American history.

Vogue's Book of Etiquette, by Millicent Fenwick (Simon and Schuster, New York, publishers. 658 pages, price \$5.00). A comprehensive rival to Emily Post is now in the field. If one wants to know what is the "mannerly" thing to do in all sorts of situations (and we do mean *all*) here is the answer of an associate editor of *Vogue Magazine*.

There are eight general sections to the book dealing with Manners, Ceremonies and Events, Weddings, Household Customs, Furnishing a House, Entertaining, Correspondence, and Clothes. A vast variety of particular problems are given consideration. Many of them will probably not be of interest to our readers, for example, the "good" manners of gambling. There is much that is helpful, however, and the book will be useful. One doubts that we will shall ever reach the point where the name of Millicent Fenwick strikes as popular a chord as does that of Emily Post.

Songs of Life, by Dorothy Frost Randlett (published by Bruce Humphries, Inc., Boston. 121 pages, price \$2.75).

Prose poems written in a vein of mysticism make up this little volume. The "songs" are transcriptions of a continuous dialogue between the Soul and Life. The following portion of Song 23 breathes something of the atmosphere of the book.

"Life, I have a problem for thee to solve," I said to the fair one who is ever with me. . .

"I have a friend, an earthly friend, whom I love, and she is as sweet and fair as the turtle dove that sits in the sun and tabers its breast in graceful fashion. . .

"But time hath placed his broadening hands between us so there flows a gulf of everwidening proportions, which neither she nor I have tried to cross.

"Tell me, Life, who should first endeavour to close the gap in friendship's broken fences."

Away Life looked.

Yea, to heaven's blue horizon Life didst lift her sapphire eyes in meditation.

Then she turned to me and said in tones of dulcet melody, "Let the one who loveth the Lord, our gracious Master, the most, repair the breach that time hath placed between you."

"Thank you, Life," I whispered.

"Thine instructions are very pleasant unto my soul."

Reading the Bible at Home, by Mrs. S. H. Askew (John Knox Press, Richmond, publishers. 111 pages, price \$1.50). Here is a guided reading program in the life of Jesus covering the four gospels. It is planned with children eight through twelve years of age in mind. It is to be used by the young reader himself in connection with his own Bible.

Each reading selection is treated by a "Before You Read" and "After You Read" section. In the first, questions are raised which suggest things to look for in the reading. In the second, questions are given to emphasize the important parts in the reading. The part of parents is to encourage the child to use this little guide book himself.

Vinnie Ream and Mr. Lincoln by Freeman H. Hubbard (Whittlesey House, McGraw-Hill Book Company, Inc., \$2.75). A fictionized biography of the girl who became sculptress of Abraham Lincoln, the book is based on fact and a delight to younger readers. Vinnie is a very real girl but the things that happened to her seem almost dream-like in their coincidence. Yearning from early childhood to create in clay the people she met, she persisted in her ambition and overcame the difficulties of being an artist—not the least of which was her sex. An ordinary girl with extraordinarily influential friends, she gained the acquaintance of an outstanding sculptor, and finally, daily audiences with President Lincoln. Following his death she was commissioned to create the white marble statue of Lincoln which stands in the rotunda of the Capitol in Washington, D. C.

Dedicating Your Home

(From page 35.)

will help to strengthen the spiritual foundations of the home.

With the Bible, music, prayer, poetry, pictures, good literature, candles, and other resources at hand work out your own service of dedication with the help of your minister. Give everyone opportunity to participate. Hold to the simplicity of the real things in life. Let symbolism have right of way. Make this an enjoyable experience, leading the group to think deeply. Do not hesitate to make the program sparkle with wit and humor at times. Here are a few suggestions. Use them if you so desire. Make sure that everything is well worked out ahead of time. If something goes wrong have a good laugh about it and forget it. Singing, meaningful poetry, a picture interpretation, a candle lighted at the proper moment—a little ingenuity will assure you of a successful dedication. Have copies of the service either printed or mimeographed for friends will want to take home a copy.

This brief outline may help you in planning for a home dedication. Use it as a guide, not as a crutch.

1. Choose some appropriate afternoon or evening hour.
2. Begin with greetings, music, good fellowship.
3. Sing some appropriate hymn, "For the Beauty of the Earth," "America, the Beautiful," or "O God, Whose Love Is Over All."
4. Have your pastor give a prayer of invocation.
5. Give a brief, pointed statement of purpose including a few words regarding the Christian Family, "The Festival of the Christian Home" idea, a personal word about the home to be dedicated.

6. Dedicate the living room. Include "The Church Corner" where the Bible and religious literature are located; the guest book, the book shelf. Read Matthew 7:24-27.

7. Dedicate the dining room. A candle will be lighted by the wife or mother of the family. A brief poem, "Back of the Loaf," may be recited. Read Matthew 5:14-16.

8. Dedicate the children's room. Here the children will show their things to the guests, possibly sing a song, and someone will read "The Soul of a Child" (author unknown), *Worship Highways* by Hutton and Keith.

9. Dedicate the den if you have one. Mention the three R's—reading, rest and recreation. Em-

phasize the do-as-you-please atmosphere of this room, the lounge, the open door, the out-of-doors play center.

10. Dedicate other rooms if you desire with brief, appropriate readings, poems, music.

11. Re-assemble in the living room. Have someone sing "Bless This House," Taylor-Brahe, then light a candle for the Christian home.

12. Close with a unison benediction: "The Lord bless thee..." Light refreshments may complete the program.

Walls Remember

Old walls remember all they ever knew—
Soft speech, shrill laughter or the sound of tears
Heard once within them echo down the years
Gently diminished but still strangely true.
Old walls are never silent; they renew
A sweet or jangled record. Listening ears
Faintly perceive forgotten joys and fears,
The ghosts of fires that danced and winds that blew.

Let us walk softly, love! Our walls are new,
Like unscarred wax, time's cutting stylus set
To carve within this house our echoing clue
Of small and homely sounds we soon forget.
Let these new walls know warmth and gentle
laughter
To dwell with all those tenants who come after.

—ELEANOR HAMMOND



Too Handy

Things should be nice and handy,
The maidless wife, she knows,
But much too nice and handy,
Are chutes for dirty clothes.

—FRANCES BROWN

Sink Sonnettes

By Frances Brown

The Miracle of the Music Shop. Story by Bert Reisfeld. Music by Greta Holm. Narrated by Robert Dann. (*MGM Kiddie Album*.) Meet Happy Harmonica and his friends, the Toy Piano, the Ukelele, and the Ocarina. Hear Happy and his friends tell all about "The Miracle in the Music Shop." Here's a touching story about four little musical instruments who come to life in a music shop one night after closing time and immediately decide to set out to see the world. Along the way they happen into some exciting adventures. This recorded story has a magical atmosphere of fantasy and bright flashes of gentle humor. It utilizes many sound effects and unusual musical sounds to keep the story line moving along.

Bugs Bunny in Storyland (*Capitol Kiddie Album*). The one and only Bugs Bunny runs for his life from Farmer (Old Elmer, of course) Fudd's carrot patch and gallops smack dab into "Storyland." There he meets Beeky Buzzard, Simple Simon, Porky and Cicero Pig, Red Riding Hood, Bo Peep, Little Boy Blue, and Old King Cole, and in his inimitable manner gives a hilarious new interpretation to everyone's favorite story characters.

Margaret O'Brien's Favorite Fairy Tales (*Capitol Kiddie Album*). MGM's bright little star dramatically tells two more of her favorite children's tales. This great actress, beloved by children everywhere, puts new meaning and new thrills into these stories, charmingly packaged to appeal to children from 3 to 8.

David and Janie's Adventure in Bibleland (*Bibletone Album*). This unique record story album dramatizes best loved Bible stories in the thrilling manner children enjoy, concluded with simple explanations they understand! The word-for-word script is printed on thirty-two colorfully illustrated pages within the album, which helps children learn to read as they follow each word in the book while the records are playing.

The Gingerbread Boy (*Adventure Kiddie Records*). The story of the Gingerbread boy who jumped out of the oven to lead everyone a merry chase, till he met up with the wise old fox. An exciting chase for children right up to the last gulp.

Little Brave Sambo (*Adventure Kiddie Records*). The story of a brave little boy who met a pack of hungry tigers. Things look bad for a while, but there is a very happy ending. Plenty of jungle sound effects to keep the children spellbound. Story by Uncle Henry.

A Bach Program, The Philadelphia Orchestra, Eugene Ormandy, Conductor (*Columbia Masterworks Album*). Although Bach was no innovator and preferred to work with perfect musical forms already established, it frequently has been said that "There is not one ultramodern harmonic thought that is not to be found somewhere in Bach's

music." Surely, his music (written more than two hundred years ago) today holds more significance and vitality than much that was composed fifty or even five years ago.

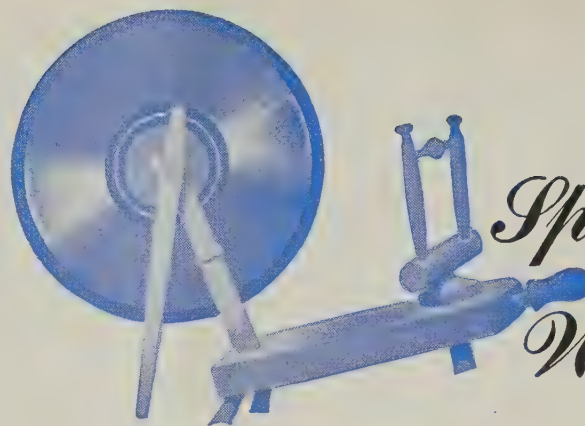
Eugene Ormandy has chosen for this Bach Program, a superlative group consisting of the "Passacaglia and Fugue in C Minor," the "Toccatina and Fugue in D Minor," "Jesu, Joy of Man's Desiring," and the "Chorale-Prelude: Sleepers Awake."

This album is a superb collection of Bach works and may be considered representative of the composer at his greatest. Mr. Ormandy's conducting of the Philadelphia Orchestra is nothing short of outstanding.

On the Beautiful Blue Danube, Clemens Krauss, conducting the Vienna Philharmonic Orchestra (*Capitol-Telefunken*). One of the loveliest and most popular waltzes ever written. Clemens Krauss, a leading personality in the world of music, gives this Johann Strauss favorite perhaps its finest recorded interpretation.

Valse Triste . . . Intermezzo, Hans Schmidt-Insserstedt, conducting the Berlin Philharmonic Orchestra (*Capitol-Telefunken*). The well-known light concert piece from the incidental music to "Kuolema," and Franz Schmidt's "Intermezzo" in its first recorded performance, two fine examples of Capitol-Telefunken's classical excellence.

Jose Iturbi Plays, Jose Iturbi, Pianist (*RCA Victor Red Seal Album*). Among the highlights of the MGM film, "That Midnight Kiss," was the performance of Jose Iturbi, who was heard playing several compositions which have been favorites of Iturbi audiences the world over. RCA Victor has recorded the selections played by Iturbi in the film and has released them as Red Seal National Special. Included in the album are the Chopin "Revolutionary Etude," which Iturbi plays in the motion picture in a two-piano arrangement with sister Amparo, Albeniz' "Malaguena" and Saint-Saens' "Allegro Appassionato." The latter is an exquisite piece, while Albeniz' "Malaguena" is one of the most often requested works in Iturbi's repertoire.



The Spinning Wheel

By Joey Sasso

Sleigh Ride and Serenata, Anderson, Leroy, Boston Pops repeated performances on the radio and the Boston Pops *Red Seal Single*. Composer Leroy Anderson has a number of compositions to his credit among which "Chicken Reel" and "Fiddle Faddle" have become popular favorites through repeated performances on the radio and the Boston Pops *Red Seal* recording released about a year ago. The latest Boston Pops release finds Conductor Fiedler and his men negotiating two new Anderson works—"Sleigh Ride" and "Serenata." The topside is bright and gay, complete with sleigh bells, clip-clop hooves and a trumpet neighing. The reverse side is a fiery Spanish mood, neatly orchestrated and well paced.

Rigoletto, Verdi, Martha, Flotow, Richard Tucker, tenor, with orchestra conducted by Emil Cooper (*Columbia Masterworks Single*). Probably the most outstanding tenor in the Metropolitan Opera roster of stars, Richard Tucker here sings the most famous tenor arias ever written and his performance is bound to win high praise for this excellent singer.

Symphony No. 4, In F Minor, Tchaikovsky, Boston Symphony Orchestra, Serge Koussevitzky, Conducting (*RCA Victor Red Seal Single*). In this new recording of Tchaikovsky's Fourth Symphony Serge Koussevitzky and the men of the Boston Symphony Orchestra have given a performance of high tonal and technical quality. Little need be said about Koussevitzky's interpretations of Tchaikovsky's music—they have always been outstanding. Coupled with a recording technique of the highest order, the work emerges with brilliance, clarity, and remarkable effect.

The Flagstone Walk

(From page 4.)

She walked away, and Delia stood in the doorway holding the two rugs and looked after her.

Well, she had certainly gone and done it! Fifteen dollars out of her household money, and she knew Sam would absolutely refuse to replace it, and probably be furious besides. She would have to skimp so much to make up for it that the trellis and the back walk were out for at least a couple of months, she was sure of that.

Then another thought occurred to her. How did she know the woman was even telling the truth? Perhaps this was just a hard luck story she told everyone. Yet Delia knew the story was true. And it had made her ashamed—ashamed of herself, ashamed of the thoughts she had been having about Sam, who was actually so good to her. Naturally, she had to cut down on expenses with the cost of living such as it was. And her complaining about the children coming to visit them! She was lucky they were all so healthy and happy!

She took the rugs and placed them over the hall railing. Then she heard the milk truck enter the drive and pull around toward the back. Going to

the door, she saw the driver dismounting. Only it wasn't the milkman. . . .

"A dozen large flagstones, lady. Where you want 'em?"

A dozen flagstones! For her walk! Sam had decided to let her have it after all! Delia had to stop and catch her breath before she said, "Put them right here, right here by the doorway."

Then she stepped back into the kitchen for a second to compose herself. She sat down at the table again, but now there were no clenched fists and petty tears. Now she stared straight ahead and did a little thinking, honest, clear thinking.

For the very first time in a long while she had considered somebody other than herself and had done something to help them. And then her own wish was fulfilled as well. Just a coincidence, of course, but it was a wiser Delia who went back outside to examine the stones, wiser because she realized her happiness in this moment came more from what she had given than what she'd received.

It was something she had always known, of course, but how good it was to be reminded of it now and then, in just such a way as all this that happened today, when she had wished, ever so badly, for a new flagstone walk.

What the Churches Are Doing

(From page 33.)

Some men who have not contact with the church school feel out of place with a young group when their wives have the class in for the evening.

5. "*Husband and wife are drawn together spiritually*, because they read together and worship together. As they concern themselves about the spiritual life of others, they find a richer Christian experience in their own home and family relationships.

"At a time when special emphasis is being placed upon the family as a unit, and churches are trying to discover various ways of challenging families to be more concerned about the development of Christian personality, the use of couples is one way that can be most effective." Such participation in the teaching ministry of the church presents a timely challenge to many churches and couples to invest in this type of leadership.

Write to the Department of Adult Work and Family Life for a free copy of Mrs. Lander's leaflet entitled *Let Couples Work Together* or order in quantity at \$2.75 per 100.

Local Church Emphases

Increasingly the churches are sponsoring programs and group activities to meet the special needs of parents. Obviously there is no universal pattern that

will meet every situation, therefore each congregation must study, evaluate and plan in relation to its particular constituency. Such groups and programs as the following are functioning in many churches today in order to provide guidance, enrichment, fellowship, and discussion opportunities for Christian parents:

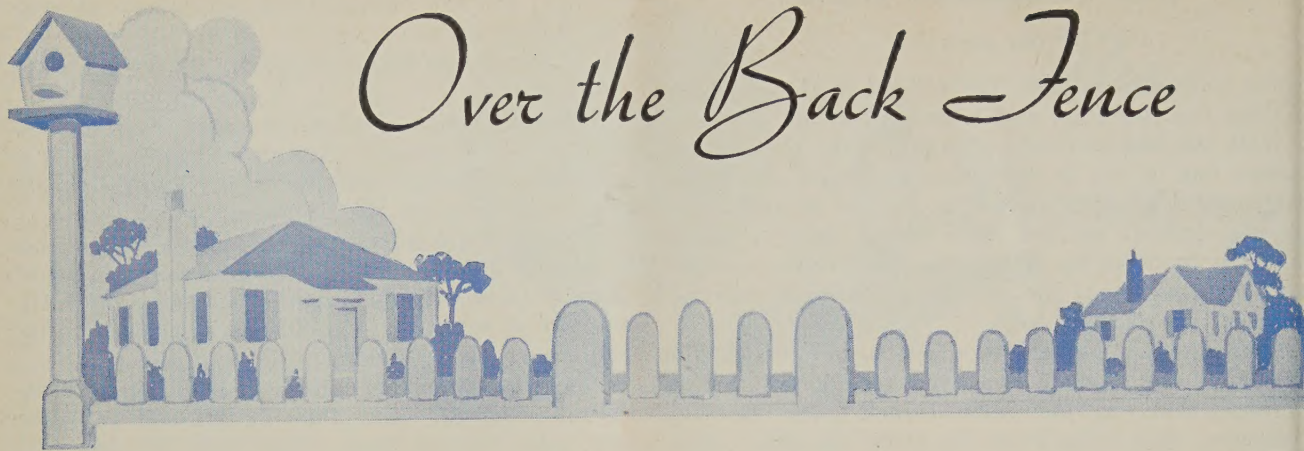
Mothers' Clubs.
Parents' Classes.
An Active Home Department.
A well-organized Nursery Department.
A *Hearthstone* Fellowship Group.

Parent-Teacher Council.
Parents' Advisory Committees.

Family centered programs are also being featured, namely,

Family-Night-at-Church
Family-Night-at-Home
Family Outings and picnics
Forums for Parents

Write to the Department of Adult Work and Family Life for a free copy of the leaflet entitled *Local Church Emphases in a Program of Home-Church Cooperation*.



Over the Back Fence

Happy Birthday to Us

What wonderful things are anniversaries! The first wedding anniversary, the first birthday of the first child, the day when a new business venture passes its first milestone in the black—all are occasions of great joy.

So is the observance of the first birthday of a new magazine! This October, 1950, issue of *Hearthstone* marks the first anniversary of its service to the families of the American Baptist Convention and the Disciples of Christ. Through the first twelve issues the editors have tried to offer the homes which receive it help for their problems, inspiration for their low moments, encouragement in facing their responsibilities, guidance in seeking new ways of family happiness, and above all a Christian ideal for family living.

It has been a year not without difficulties and problems. Not the least of these is the technical one of fitting another and new monthly publication into a printing schedule already so tight that it bulges at the joints. But it has been also a time of great satisfaction and eager anticipation as each issue has been "put to bed" and as fresh new copies have been laid on our desks.

The editors want to thank our readers for their many kind letters of praise and commendation. We can count on the fingers of one hand the letters which have been critical, and even these have been kind. Only one thing could make us happier. That would be to see the circulation figures soaring as a birthday present! For that would mean that more and more homes would be receiving the inspiration and help that *Hearthstone* strives constantly to provide.

We turn our backs upon the past year and look forward to another twelve months in which to serve you, our readers. Let us know what you would like to see in *Hearthstone*, how it can be more serviceable to you. We will make every effort to bring you what will be most helpful to you.

Fifty Million Families

With the Federal census completed the United States finds itself a nation of approximately fifty million families. What the country will become in the days ahead will depend very largely on what success those families have in doing their job.

Hearthstone is convinced that no family can really succeed in achieving its highest possibilities without the aid of the church and Christian faith.

Readers of *Hearthstone* are undoubtedly among the approximately twenty-five million families that are affiliated with the church. But what about the other twenty-five million? *Hearthstone* families have a responsibility to try to awaken them to their need of Christian ideals. One way you can help evangelize that great host of families who claim no Christ is to introduce them to *Hearthstone*. Pass on your copy when you are through with it. Better still give a gift subscription to one of such families. Then your interest and concern for them with a silent invitation will be felt each month during the whole year. When you renew your subscription invest \$2.50 in some other family's happiness and Christian character.

Welcome, Nancy Ponder!

Many of our readers will note a new name on our masthead page in this issue. The assistant editor for *Hearthstone* is now Nancy Ponder. We are happy to introduce her to our reading family.

Miss Ponder is a native of St. Louis and a graduate of William Woods College, Fulton, Missouri. Among her major interests in college were English and Art, which will be of great value to her in her work with *Hearthstone*. Since graduation her experience in the business world includes work with the St. Louis Public Library.

She comes to her work with a great enthusiasm which is evident in her work and the interest she shows in it. We are glad to welcome her to our staff.

1—The Nursery Department at Work

ELIZABETH S. WHITEHOUSE. A complete handbook filled with worthy suggestions for conducting Nursery Department.....40 cents

2—Teaching Beginners

ELIZABETH McE. SHIELDS. A discussion of the needs of four- to five-year-old children pertaining to their religious growth.....40 cents

3—Teaching Primary Children

MARY GRACE MARTIN. An excellent handbook on the problems of teaching children from six to eight. Also outlines methods of presentation.....40 cents

4—Teaching Juniors

FLORENCE E. NORTON. Major emphasis is placed on the Bible, prayer and life in the church community. An abundance of illustrative material.....40 cents

5—Teaching Intermediates

LUCILLE DESJARDINS. Skillful guidance to help children during adolescence to become responsible Christian personalities.....40 cents

6—Teaching Seniors

COBER and STRICKER. A survey of Christian truth to give particular meaning and to act as a challenge to the senior age group.....40 cents

7—Teaching Young People

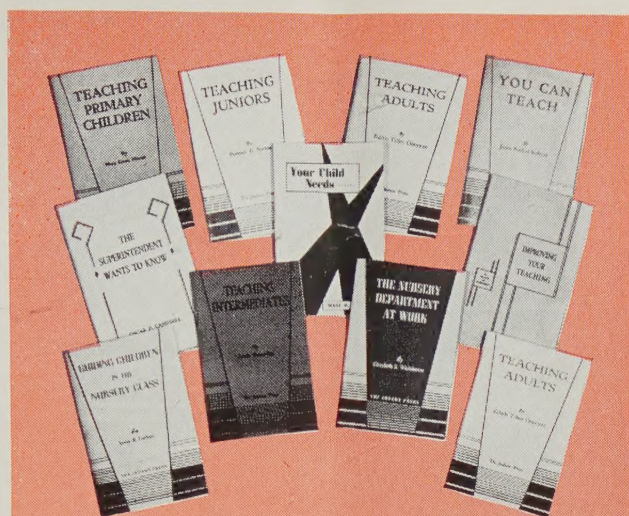
GEORGE L. CUTTON. A great teacher covers such topics as: method of teaching young people, training them for kingdom building, and many others.....40 cents

8—You Can Teach

JAMES P. BERKELEY. A stimulating book on teaching in the church school for all who work with children, young people or adults.....40 cents

9—Improving Your Teaching

FRANK M. McKIBBON. Valuable suggestions for Sunday school teachers to gain a greater understanding of needs and problems of their pupils.....40 cents



PROVEN CHURCH SCHOOL MANUALS

for
Successful Teaching

How effective is my teaching? What are the best methods for my teaching task? These are questions asked by every conscientious teacher. Such appraisal spells successful teaching. Summer is an opportune moment. . . time for devoted study and careful preparation.

Think through your fall teaching program now. Select the Church School Manuals best suited to your needs. Each is designed to help teachers and church workers in understanding their task, in selecting and using curriculum materials, and in determining the effectiveness of their teaching.

Eighteen handbooks, each covering a vital phase of church school teaching . . . each prepared by a specialist. Concise. Comprehensive. Sound educational methods, evangelistic motives, and tried lesson projects—"A complete kit of tools."

Church School Manuals are the type of teaching guides that spell the difference between mediocre results and joyous success! Mail your order today! Be prepared for your opportunities of Christian teaching.

Order the manuals you need with your order for Church School Supplies.

No. 10—Your Child Needs

By MARY M. CHALMERS. Discusses the knowledge parents should give to children regarding friends and Christian living.....50 cents

No. 11—At Work with Children in the Small Church

By EDITH L. GILLET. A Sunday school guide dealing with characteristics of children.....40 cents

No. 12—Building Spiritual Foundations in the Family

By L. FOSTER WOOD. For family and ministers guiding the religious growth of young people.....40 cents

No. 13—A Life of Christ

By H. E. DANA. A basic training course for students seeking to know the life of Christ better. Students can refer to New Testament.....40 cents

No. 14—The Young People's Meeting

By RICHARD HOILAND. An exceedingly careful analysis of just what the cabinet and leaders should know and study. Helpful to all.....40 cents

No. 15—The Superintendent Wants to Know

By OSCAR P. CAMPBELL. A practical manual which answers many questions in the minds of superintendents.....40 cents

No. 16—Guiding Children in the Nursery Class

By J. B. CARLSON. A guide for leaders written from the teacher's viewpoint on child growth.....60 cents

No. 17—Teaching Adults

By EDITH TILLER OSTEEYEE. A "how" book on the principles that formulate good teaching and how to utilize the class session effectively. 50 cents

No. 18—Teaching Kindergarten Children

By ELIZABETH GARDNER. An informative text on how to answer the questions of the young child, creating for him a sound religious foundation.....60 cents

Coming in Hearthstone



You Won't Want to Miss a Single Issue!

May we take a minute to give you a brief preview of what you may expect soon in HEARTHSTONE. We know you will find these articles and stories as appealing and practical as any you have read during the past year. Put HEARTHSTONE first on your monthly reading list!



RENEW YOUR SUBSCRIPTION

See your HEARTHSTONE secretary now, or order from your church publishing house. Five or more subscriptions to one address, 60 cents each per quarter (20 cents per copy); \$2.50 per yearly subscription.

ARTICLES . . .

- "Vocational Guidance Begins at Home" by Erma Ferrari
- "What Kind of Discipline?" (complete with a study guide for Hearthstone Fellowship Groups) by Mary Peacock
- "What Is Your Leisure IQ?" by Maymie R. Krythe
- "Toys for Tots—We Make Our Own" by Eleanor Hammond
- "Corn Husk Hobby" by Verna Grisier McCully
- "Christian Family Life in Germany" by Carl Heinrich Renzing
- "Helping Your Child to Appreciate Art" by Helen Kingsbury Wallace
- "The Family Observes Christmas" by Myrtis H. Caton
- "Making Christmas Christian" by Dorothea Pflug
- "What Children Say About Parents" by Dorothy Barclay
- "Books Are Silent Teachers" by Marguerite de Angeli
- "Wanted: Families to Share Homes" by Janet Chandler
- "Doing the Impossible" by Hazel Cochran

FEATURES . . .

- A Word from the Word
- Worship in the Family with Young Children
- Just for Fun
- What Churches Are Doing in Family Life
- Family Counselors
- Books for the Hearthside
- Over the Back Fence
- Biblegram

FICTION . . .

- "The Fragrance of Home Made Bread" by Virginia Murrill Jeffries
- "Dream Boat" by Eleanor Sharp
- "Cuddle Bear Makes Some Snowballs" by Anne Halladay
- "Cadwallader Cuckoo" by Eleanor Hammond
- "The Inn Keeper's Wife" by Eleanor Hammond
- "The Camel Bell" by Eleanor Hammond
- "The Tunnel of Snow" by Glenn H. Asquith